

**The Role of Management and Leadership in addressing Learner
Discipline: a case of Three Secondary Schools in
the Pinetown Education District**

By

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ABSTRACT

The preponderance of articles, debates and academic discourses highlighting the increase in frequency and severity of learner indiscipline in South African schools and internationally has prompted the study. The international conventions on the child, insurgence of various organisations on school discipline and violence, and National Education Ministers' concerns raised, is indicative of the seriousness of 'school discipline'. Since school leaders are responsible for all things 'school', the debates around the role school leaders play on learner discipline is valid and relevant. There is a dearth of literature linking the role of school leaders with learner discipline and this is my focus. This dictated my core research question which was: What role does the school's management team (SMT) and other educator leaders play in learner discipline at schools in different contexts? The sub-questions centred on their experiences, perceptions, understandings and manner in handling learner-related discipline problems. Challenges of schools in the three contexts made the last sub-question.

The adoption of the interpretivist philosophical stand determined the qualitative research design with its incumbent methods of research. This research involved a multiple case study documenting discipline challenges in three South African school contexts namely a township, sub-urban, and rural school. The case studies were purposively chosen from one town in KwaZulu-Natal (KZN), South Africa, to closely typify the classifications above. The participants focused on were the principals, deputies and HODs. To add validity and trustworthiness, other stakeholders, teachers, RCL and other learners were also made relevant participants. The literature review was guided by the two fold nature of the study that is, school discipline and educational management and leadership and hence delved into these fields. The study was based on the twofold theoretical frameworks of positive discipline and whole school discipline on one hand and transformational and distributed leadership on the other.

The postulation that school leaders are largely involved in the focus on academic challenges and in the daily 'nuts and bolts' of the school day and that they fail to lead and manage learner discipline was founded. Their difficulty to adjust to state changes in education with the numerous academic path changes was founded. The changes post-1996 to leadership bringing decentralised governance (SGB), management (SMT), collegiality in managing and

the democratisation of the discipline process did affect discipline at the schools – often to its detriment. The banning of corporal punishment and the adjustment to alternatives to corporal punishment (ATCP) was a challenge to both teachers and the SMT.

While the leaders lead in different contexts their own visions, beliefs, psycho-socio makeup and knowledge affected, to a large extent, their capacity to lead in a transformational stance. While the school contexts brought its challenges the above factors affecting leaders play a vital influence in the levels of successful outcome on discipline. The above also influences the pulse of the school as it was found that principals were still the lead persons in all school contexts. The professionalism of teachers influences greatly the level of classroom discipline. The strategies, interventions, structures and tweaking of DoE discipline policy for better discipline was largely the influence of the upper SMT led by the principal. The HODs fell short in leading and developing strategies for better discipline. Teacher leadership was found to be restricted due to either '*closed distributed leadership*' or '*subtle distributed leadership*'. The knowledge of discipline theories and model were lacking among teachers and SMT to the detriment of discipline. The serious offender left the SMT baffled resulting in the '*chuck them out syndrome*' with such learners being subversively removed from school so as not to contaminate 'my school'. The township and rural school SES context contributed to the development of the '*absentee parent syndrome*' where parents simply were lost to their children's schooling. It also exhibited deviance bordering on criminality with violence and cannabis usage. The sub-urban school SMT had to manage a questioning middle-class parent community. In sum, contexts affect discipline but the SMT and teacher knowledge and professionalism, use of WSD (Whole School Discipline) and PDP (Positive Discipline Practices) with transformational and distributed leadership and making functional the RCL is vital for better school discipline. An astute adaption of DoE discipline policy by the SMT is recommended with solid functional structures of discipline. This coupled with PDP and WSD is recommended for boosting teacher morale and improving discipline.

The thesis in summary finds that the principals' leadership of school discipline, influenced by their vision, drives, psycho-socio make-up, histories and knowledge, is constantly in fluid juxta-positioning and synergy-making with the parent community, bouncing in and out of policy as the practicality of the situation arose.

DECLARATION

I, Anil Pravesh Narain declare that

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This thesis is submitted with/without my approval.

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Ethical clearance approval from University of KwaZulu-Natal



13 August 2012

Mr Anil Pravesh Narain 8014930
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Dear Mr Narain

Protocol reference number: HSS/0664/012D
Project title: The role of leadership and management in addressing learner discipline

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


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Inspiring Greatness



DEDICATION

I dedicate this thesis

to

my loving mother,

Dayawanthee Keerath-Narain

and

loving dad,

Ramsuruj (George) Narain

whose love and encouragement was overwhelming and to whom I owe my being and academic spirit, and to:

- To my paternal grandparents Sawadin, Narain and Sanjharia Narain, maternal grandparents Harripersadh and Sookdai Keerath whose pioneering spirit of perseverance through troubled times rubbed off onto me and to whom I owe my being.
- To my wife, Renuka Devi who has been my pillar of strength and whose coaxing and coaching, saw me through this project.
- To my children Dheeraj, Yejna and Akhil; son-in-law, Strinivasen Gounden; grandchildren Maheera and Kaveera; and to Siobahn Singh - may this inspire the future generations.
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ABBREVIATIONS

ACE- Advanced Certificate in Education: E.g. School Leadership (ACE)

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

ATCP- alternatives to corporal punishment

BDE- Department of Basic Education

CAPS- Curriculum and Assessment Policy Statements

CEO- Chief Executive Officer

CES-- Chief Education Specialist

CHH-Child Headed Households

COLTS- Culture of Learning and Teaching Service

COSVP- Canadian Observatory on School Violence Prevention

CP – Corporal Punishment

CPTD- Continuous Professional Teacher Development

CSTL- The Care and Support to Teaching and Learning

DC- Discipline Committee

DoE- Department of Education

DP- Deputy Principal (of a school)

DSSC- Discipline Safety and Security Committee

EBD- Emotional and Behavioural Disorders

FASD - Foetal Alcohol Spectrum Disorders

GYRBS-Global Youth Risk Behaviour Survey

GSHS- Global School-based Student Health Survey

HAS- Historically Advantaged Schools (usually the ex-White raced group schools)

HDS- Historically Disadvantaged School (usually the rural or ex-African Black schools)

HOD- Head of Department (Not the executive Provincial Head of Education)

HIV/AIDS- Human Immuno Virus/ Acquired Immune Deficiency Syndrome

ILST- (School) Institution Level Support Team

INSET- In Service Education and Training

IQMS- Integrated Quality Management System

MEC –Member of the Executive Council i.e. Executive Council of a Province

MoI- Medium of Instruction

NCOP- National Council of Provinces

OBE- Outcomes Based Education

OECD- Organisation for Economic Co-operation and Development

Ofsted- Office for Standards in Education (United Kingdom educational body)

PAM - Personnel Administrative Measures

PMDP- Principals' Management Development Programme

PMS- Principal Management Service

QLTC- Quality Learning and Teaching Campaign

RCL- Representative Council of Learners

SAMF- South African Mathematics Foundation

SASAS - South African Social Attitudes Survey SES- Socio-Economic Status

SASSL- South African Standard for School Leadership (SASSL)

SEM- Superintendent Education Management

SGB- School Governing Body

SIP- School Improvement Plan

SSC – School’s Safety and Security Committee

SWPBDS- School Wide Positive Behaviour Discipline Supports

SWPBS - School Wide Positive Behaviour Support

TLO- Teacher Liaison Officer (teacher official to manage the RCL)

UNCRC- United Nations Convention on the Rights of the Child

UNICEF- United Nations Children’s Emergency Fund

WIP- Ward Improvement Plan

WSD- Whole School Discipline (policy)

ZT- Zero Tolerance (in administering discipline)

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CHAPTER ONE

ORIENTATION OF STUDY

1.1 Introduction

There has been a preponderance of articles, debates and academic discourses highlighting the increase in frequency and severity of learner indiscipline in South African schools and internationally. Various commentators and scholars have highlighted this internationally for example in the United States of America (USA), Gregory (2010); in Nigeria, Ehiane (2014); in Trinidad and Tobago, Government of Trinidad and Tobago Report (2004); in Malaysia, Yahaya, et al., (2009); in Mexico, Knowland (2014); in the United Kingdom (UK), Osher et al., (2010); in Jamaica, Holness, Minister of Education (2008); and Chiu and Chow (2011) found the same in 41 different countries. The Global School-based Health Survey (GSHS) informs that in various countries unintentional injuries and violence are high; for example as much as 60% of the schools in Zimbabwe and Botswana experience this violence (Sithole, 2003). The 2012 GSHS of Ghana found that 27.1% of students were involved in fights in the previous 12 months and 54.4 % were bullied (Owusu, 2012). Discipline challenges have increased in South Africa also (Maphosa & Shumba 2010; Msani, 2007; Netshitahame & Van Vollenhoven, 2002; SACE Report, 2011; Smit, 2010). This discipline challenge has come to the fore in the post-1996 period (Chisholm, 2007; Maphosa & Shumba, 2010; Mohapi, 2008; Zulu, 2008). As an educator for thirty years, sixteen of which were in management; I have observed similar trends. Joubert and Serakwane (2009, p. 125) state that discipline in South Africa continues to be one of the most puzzling and frustrating problems confronting educators today, “more so than ever before”. Since school leaders lead and manage all spheres of the school including discipline, I became motivated to study the role of school leaders (the School Management Team –SMT and principal) on learner discipline. The year 1994 brought democracy and 1996 marks the year of the democratic Constitution of South Africa which ushered in a flurry of laws and changes in education.

Contemporary writers concerned with education have highlighted numerous cases of indiscipline in South African schools. At its most severe level, school indiscipline is viewed through violence. Fredericks (2011) notes that 93 incidents of school violence were reported during the first Cape school term; an increase of 25%, compared to the same period the previous year. According to Burton (2008b), 15.3% of all pupils (learners) between Grades 3 and 12 have experienced violence in some form while attending school. Matshediso (2011)

states that according to the South African Human Rights Commission, 40% of children interviewed admitted to being victims of some form of crime at school; more than a fifth of these were sexual assaults. Consistent with international findings, the First and Second South African National Youth Risk Behaviour Survey, (2002, 2008) found that learners involved in physical fighting moved from 20% to 30%. A search from the Centre of Violence and Reconciliation (CSVR) website reveals fifty hits on school violence in South Africa. Du Plessis (2008) reported that various studies conclude that severe school violence experienced after 1996 has had a devastating effect on the school community. Moloi (2002, p. 3) concludes that learners have lost the culture of respect and trust in their teachers. Joubert et al., (2004, p. 79) adds that “educators are threatened, sworn at, ignored and abused on a daily basis. Fellow learners' safety, security and success in education are often adversely affected by disruptive behaviour or other forms of misconduct by learners”. Both, the previous Education Minister Naledi Pandor (2006) and present Minister Angie Motshekga (2009) have raised concerns over the increased indiscipline among learners at schools and urge for some action to turn the situation around. With this in mind, in terms of the *Regulations for Safety Measures at all Public Schools*, the Minister has declared all public schools to be drug free and dangerous weapon free zones (Safety in Schools, 2009). The seriousness of school safety and discipline led to the creation of a National School Safety Framework to serve as a management tool for Provincial and District Officials responsible for school safety. Implementation of this policy to this study is how school managers respond to indiscipline in schools.

Coupled with the post-1996 discipline crisis is the challenge it presents to school leadership and management. The previous Education Minister, Kader Asmal noted the need for revived leadership for improved discipline in his famous “Tirisano plan” where he states that the third disturbing feature in education was “the serious crisis of leadership, governance, management and administration in many parts of the [education] system” (1999). Minister of Basic Education, Angie Motshekga (2010a), reported on dysfunctional schools of 2009, stating that both leadership and school discipline needed to be improved. In most instances schools stand and fall at the feet of its leadership (Motshekga, 2010a) and she stresses the importance of good leadership and management. A similar finding came from the National Council of Provinces (NCOP) when investigating and reporting on the 2007 to 2009 matric results. In a list of factors for poor learner achievement the Deputy Minister of Basic Education, Enver Surty (2010) identified weak management of schools as the principal factor. He went on to

identify six other factors necessary for achieving quality education. Of the six factors, he identified three including: management of classroom practice, leadership and management, and discipline. In 2014 he commented that South African principals and school leaders must be of the highest standard and people of integrity (Surty, 2014). Lack of both effective management and leadership, and poor discipline were also listed as key factors for poor matric results by the Chairperson, Mahlangu (2010) in a National Council of Provinces debate on 25/02/2010.

Both school leadership and learner discipline are at the forefront of what seems to be hindering the Quality Teaching and Learning Campaign (QLTC) of the state. In improving discipline, the Education Annual Report 2009/2010 states that ‘with regard to supporting schools, experiencing high levels of crime and violence’, positive discipline workshops were implemented (Department of Education, 2010). In 2015, Minister of Education held a ‘schools safety and security summit’. The Education Annual Report 2013/2014 found the same need, and thus held a ‘Discipline Summit’ to assist with understanding the discipline crisis. These acknowledge the dire state of discipline and the need to lead in that respect. Research observes that administering schools in the democratic mould poses tremendous challenges to the school leadership as a whole; and the schools investigated still struggle to adjust to a democratic dispensation (Ramovha, 2009; Sankar, 2000).

Of special interest to this study is to understand how school leadership and management influence learner discipline. South Africa’s legacy of apartheid has resulted in varied types of schools, often depending on their loci. There still exist schools in the previously black areas of apartheid (areas designated for the pure African, Indian and Coloured people) which have no white children or white teachers. Integration has been slow. (In this study for clarity the term African refers to the native African group largely from the Nguni African group who at times were referred as ‘Black’ South Africans by the Black Consciousness Movement. The official government site, Statistics South Africa refers to that group as “black Africans”). The Statistical report on South African education shows that 7.9% of learners live in traditional homes while 13.6% live in informal settlements (Statistics South Africa, 2015); and 10% of learners live in households with 11 or more people (Statistics South Africa, 2009). Rural schools still have poor resources for promoting effective teaching and for effective administration of schools. Bhengu (2005) found rural schools are characterised by poverty, suffering from the lack of shelter, food, health, clean water, transport, electricity and services.

A similar finding is also reported by Ngcobo and Tikly (2008), while Chisholm et al., (2005) even discovered that there existed less instructional time at rural schools. On this note, the 2009 statistics reveal that only 60 % of schools in South Africa have telephones, and 44% cellular phone communication and 25% have multi-grade classes with the majority in rural schools. It is in this climate that such schools have little assistance in the form of management and leadership training and upgrading. This situation puts these schools in a worse situation than others. It was therefore of interest to study schools in different loci with regard to how they lead and manage learner discipline. To enhance the depth of the study in a South African setting, I chose to study this in and across three school types: a township, sub-urban and rural school. The vestiges of apartheid hold firm in the classrooms of South African schools where the challenge to 'raise the bar' (Fullan, 2009, 2013) is made insurmountable with the lack of effective change. The presence of the 'two school' system (Jansen 2012) makes South African schools differ greatly one from the other; determined by geographic position that inevitably brings in the socio-economic status (SES) of the parental community left by apartheid. As Christie (2006, p. 377) says and Chisholm (et al., 2003) holds, that "school fees and other costs in practice exclude poor children from attending school and the gulf in the quality of educational experience provided by rich and poor schools is almost as wide as ever". The study of schools typical of the township, sub-urban and rural areas made much sense in giving my study depth considering just one vital aspect of the school that is 'discipline'.

On the international front movements for the protection of children's rights have risen. The United Nations Convention on the Rights of the Child (UNCRC) 1989 (ratified by South Africa in 1997) and The African Charter on the Rights and Welfare of the Child, 1990 (ratified in 2000) are international conventions that have placed the safety and protection of the child as foremost in any country (OAU, 1999; UNO, 1989). The South African government ratified them and their influence is felt in The Constitution of South Africa (Act 108 of 1996). Therein, the Bill of Rights made clear that in all matters of the child the "best interest of the child" was paramount (Article 28). Other Articles for examples Article-10 (human dignity), Article-24 (environment), Article-12 and 24 (protection from violence and of wellbeing) all aim at protecting the child. The education department was obliged to carry out these set tasks by virtue of Article 8(1). The pulse and directive of The Constitution of the Republic of South Africa was followed by the National Educational Policy Act No. 27 of 1996, and The South African Schools Act No. 84 of 1996 (hence referred to as Schools Act)

which among others are responsible for the major educational changes. They led the democratisation of education and in particular the discipline system of learners. The Schools Act, Section 8 provided for an approved Code of Conduct, Section 10 banned corporal punishment, while Section 9 brought the level of sanction for misbehaviour to the maximum of one week. Then the action of the past Minister of Education, Kader Asmal and the Tirisano Plan led to the creation of the Department of Safety and Security aiming at creating safe schools. It is postulated that such changes post-1996 have left the leaders at schools with special challenges Mouton (2012). The Constitution and laws it prompted have developed new directives on how disciplinary issues are handled. It allows for greater learner equality and freedom (Schools Act). The cliché ‘with freedom comes responsibility’ is the expectation but it is perceived not to be the case in the South African schools. Learners are believed to have become ill-disciplined to the extent that they openly challenge the teacher’s authority because they know that nothing would be done to them (Masitsa, 2008). For clarity, the year 1994 saw the first democratic election in South Africa and the year 1996 saw the passing of The Constitution of South Africa and is seen as the turning point in education policy and regulations. For the purpose of this study, masculine terms will be used as generic terms when referring to the principal, educator/teacher, manager, leader or administrator.

1.2 The Research problem

The statement of a problem guides any research and moulds it to a specific path. Since the aim of schooling is attaining good results among the other non-academic educational objectives, and since poor discipline affects school functionality, in particular academic results; the research problem is how do school leaders develop good discipline and deal with indiscipline. As Moloi (2007) suggests, good discipline indicates itself in quality school safety and high academic results. This research is speaking to the fact that maintaining high discipline is a challenge to school leaders especially in the post-1996 period which saw the onset of the democratisation of education. School leaders are also experiencing transformation as a challenge. This in essence, is part of the research problem which I focused on, that is, how do ‘school leaders’ (the School Management Team i.e. SMT, including the principal) handle learner discipline issues. Leadership of the school includes both leading and managing and hence the terms ‘leadership’ or ‘school leadership’ would imply the two components namely (a) management and (b) leadership. Post-1996 saw school managers facing an array of new educational policies in both their core business that is the curriculum and management. The post apartheid period also saw the paradigm shift to decentralised school management and governance. As stated by Hoadley et al., (2009, p.

373) “a raft of new education policies, some directed towards dismantling apartheid practices and others towards building a new system, effectively reconfigured the work of school leadership and management”. Hence school managers were grappling with understanding and managing the new curriculum, the new management changes, and the new ways to deal with discipline. Studies have noted that leaders saw the changes in education that came after 1996 as major challenges (Moloi, 2007; Motala, 2005; Spaull, 2013). The other challenge came in the form of weak management and leadership practices. This came with the school based promotion system which allows the School Governing Body (SGB) to recommend individuals with poor or without leadership and management skills to leadership promotion posts. This is often due to greed, personal preferences, favours rendered by individuals, and selection linked to membership to certain teacher unions; hence poor appointees faced challenges related to handling discipline and in some cases worsened the discipline problem. As a rider to this, some schools manage and progress with the democratisation of education while others struggle; and since leadership impacts on the quality of discipline, a study of leadership and management with regard to learner discipline post-1996, in individual schools at different loci is relevant. My study is hence an investigation into the role of school leaders in learner discipline. What is the importance of good discipline and effective leadership to learning outcomes and what then is the rationale of my study?

1.3 Rationale for the study

The rationale of the study rests in research findings that conclude that the academic success of schools is correlated with high discipline standards therein (Varma, 1998, Moloi, 2002). Simply said, a well disciplined atmosphere in school helps produce better school performance. The core aim of the school is to educate the learners according to the objectives of the state in which they are in and to achieve school functionality. The latter is likened to ‘school success’ and at a parsimonious level is indicated by percentage pass rate of learners. This pass rate usually focuses at the final year of study in South Africa, the Matriculation or National Senior Certificate Grade 12 year. The debate into ‘*whether schools are necessary*’ for success is not the task of this research; suffice to say as researcher I contend that ‘*schools matter*’. To further this argument is my educational belief that ‘*leadership matters*’, as Leithwood et al., (2004, p. 3) state that, “It turns out that leadership not only matters: it is second only to teaching among school-related factors in its impact on student learning, according to the evidence compiled and analyzed by authors”. Education researchers and authors commonly agree that order and discipline are critical prerequisites for effective

education and learning, whereas the lack of order and discipline lead to destructive influence on the effective organisational culture of a school (Van der Westhuizen et al., 2008, p. 212; Zulu, 2008). Masitsa (2008) notes that numerous township schools are experiencing increasing incidents of poor discipline which impact negatively on their students' academic performance. This is one of the school-types I studied amongst others. Others like Booysens (2011) have observed a positive correlation between school functionality and discipline. This is of concern since over 70% of South African schools are viewed as dysfunctional (Minister of Education, Motshekga, cited in Blaine, 2010), with Spaul placing it at 75% (2012). Similarly in a separate study Cele (2005, p. 228) discovered that "effective" schools were highly disciplined while they rehearsed the "imparting of subject syllabus". Nevertheless Cele (2005) critiques the use of Grade 12 results as sole criteria for qualifying schools as effective schools. It is not my aim as researcher to debate the issues around *effective* schools but to use a common test of a schools' success that is promotion results or pass rate of learners for its parsimonious objectivity. Some authors have called the increased learner indiscipline in South Africa: *the discipline crises*. This raises questions regarding what then, are the issues around learner discipline - what exactly is going on at schools that affects discipline. Since school leaders are employed to manage and lead, the link lies in school leadership and management on one hand, and learner discipline on the other.

In any institution of learning, leadership controls and directs the process to achievement of goals; thus formal school leaders (principal and SMT) are expected by duty to manage the school and at times to lead. Christie (2006) asserts that learning is the central purpose of schooling and notes that it has four dimensions: student learning; teacher learning; organisational learning; and the principal as the 'lead learner'. Hence principals as accounting officers at the school become key leaders in the SMT. The duty of the school management is to see to the day-to-day functioning of the school with the main purpose being to see that the culture of teaching and learning (COLTS) is at a premium; thus any form of indiscipline or learner threat to safety will hinder COLTS and the QLTC. According to the Educators Employment Act 1996, PAM documents the duty of the principal, DP and HODs are, in summary, to see to the daily functioning of the school so that the process of teaching and learning goes on unhindered (RSA, 1999).

As stated above, there is a record of concern regarding the level of management and leadership in South African schools, especially in non-functional schools. Moloi says that

many studies on discipline exist with some talking of learners trapped in the culture of entitlement, post apartheid and others on corporal punishment but “most authors do not draw out the management implications of their research”, but Harber and Trafford’s (1999) study of a former white school in Durban shows how the institutional structures and organisational culture of the school were changed to improve communication and to involve pupils in democratic decision-making. Hence, a study of leadership and management on discipline is of great value. Van der Westhuizen’s et al., (2005) research reveals that a healthy and positive organizational culture exists in high-achieving schools whereas the same could not be said of low-achieving schools. Undoubtedly, leadership and management affect the functionality of a school (Joseph, 2008; Kruger, et al., 2007; Hoadley & Ward, 2008; Hoadley, et al., 2009). This is well expressed by Leithwood et al., (2004 p. 5) who states, “...indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst”. Christie’s (2001, p. 12) study of 32 “resilient” schools in seven provinces in South Africa, found that, “all of the schools had educational vision, not always taking the same forms but always articulated by principals, staff and students”. Education and school vision is seen as being one of the main tenets of leadership. Internationally, the Office for Standards in Education (Ofsted, 2003) in the United Kingdom found a strong link between the quality of leadership and management and the quality of teaching; hence the importance of effective leadership.

As stated, the changes that came with The Constitution and the Education Acts that followed in South Africa not only affected discipline but also brought about challenges to management and leadership of schools. Leadership and management affect all spheres of the school including the levels of discipline therein. The new state policies, designed to change the system from top to bottom, met with mixed success (Hoadley et al., 2009). With democratisation of South Africa came concomitant democratisation and power sharing within education, especially at grass-root level of the school. There was a major paradigm shift from autocratic rule to all things democratic characterised by power sharing and collegiality. There was a policy move to site-based governance (Bush, 2006; Moloi, 2007) with the creation of the School Governing Bodies. From another perspective, Joubert (2008) and Luggya (2004) critique the state for not giving full autonomy to the individual school sites. One example is that the SGB does not have the final say with regard to discipline cases. The management of schools post-1996 fell on the School’s Management Team (SMT) and not the principal per

se. Further, the state advocated a collegial type of leadership which made mandatory the 'teacher leadership' (Grant 2006 & 2010; Muijs, 2006; Muijs & Harris, 2003). Thus teachers are expected to be leaders according to the report on Educational Task Team on Management (EMTT) (Department of Education, 1996).

By the nature of their task, school leaders lead and are also school managers meaning, leaders cannot fulfil their aims without managing. I term the all embracing expectation of leaders which is managing *with* leadership as '*school leadership*'. These changes in leadership and management and in school governance place stress on the school leaders in managing the school. This was accentuated by the democratisation of learner discipline which may have contributed to the teachers' perception of their lost authority and control over learners. Hence, there is a challenge and need to understand how schools should be led and managed.

Since there is a challenge in schools in the form of learner indiscipline on one hand and management and leadership (school leadership) on the other; it is these two factors that are the core themes of the research problem. The discourses around school leadership and its influence on learner discipline, is the focus of my study. The democratisation of schools post-1996 should have brought improvement in South African education, including *inter alia*, better academic results, good learner discipline and quality of teaching and learning, but this has not always been the case. Poor discipline among other factors has affected school functionality. The variability of schools in different localities adds to the complexity in the leadership challenge- hence the inclusion of a multiple case study (Yin, 2002). But while there is a crisis, there are schools which are doing well both in the academic and in the non-academic fields. Christie (2001) found that even in township schools, amidst the numerous non-functional schools, there are resilient schools which are doing well. This warrants a focus on leadership across the various school contexts. Such a study would unearth knowledge of the interplay of leadership and contexts. It was interesting to test the four core practices for successful leadership of Leithwood and Riehl (2003) suggested below while focusing on school leadership on discipline.

In this study I focused on all leaders for the following reasons. Firstly, the designated leaders (the SMT) have many functions; all honing-in on producing functional and successful schools. It is my proposition (not within the positivist realm but as a focus) that the leaders at low disciplined schools are not leading but purely managing or busying themselves with the

‘nuts and bolts’ of school matters that is, in the daily administrative matters of the school. They are not leading the educators and learners with regard to discipline, which is their vital task. Secondly, all educators are expected to lead as per Department of Education (DoE) policy Government Gazette Notice 82 of 2000 on the National Education Policy Act, 1996, Norms and Standards for Educators (RSA, 2000). Grant, (2006) who with others, have studied teacher leadership, describe how teacher leaders can lead within four zones: the classroom, working with other teachers in curricular and extra-curricular activities, leading in school-wide issues and in whole school development, and finally by leading beyond the school into the community. A study by Grant et al., (2010) found that teacher leadership in relation to school-wide and community issues was almost non-existent. The DoE encourages the policy of collegial leadership encompassing distributed leadership. I used Grant’s four zone categorisation while investigating the educators’ role in discipline together as influenced by the leadership of the SMT. Thirdly, I postulate that the school leadership is challenged with both the transformational change which is needed due to the interplay of decentralised management with governance. The study postulates that the parent community largely influences the nature of school leadership on learner discipline.

1.4 My personal experience as school HOD and teacher

With teaching experience of over 30 years, I am alarmed by the way school managers handle school discipline issues. Some of the observable trends in discipline are the use of a casual or an ad-hoc approach. There is a lack of consultation with the core participants in the school, lack of pure knowledge on disciplinary strategies- including that of positive discipline and whole school discipline, and a lack of effective leadership that adjusts with the changing times. There is a disjuncture between school management and leadership. One may argue that the function of discipline at school is the function of the SGB. I believe that while it has legal hold over ‘pseudo-final’ jurisdiction in discipline, the school leaders are at the forefront of discipline in the classroom and on the field making them a greater need for focus. I hence chose to restrict the study focus to leaders in school. My interest lies in school leadership and management as I believe the ‘school’ can develop an ethos that breathes of good discipline and high academic success and this rest of the shoulders of the school leaders. I thus studied the role of leaders, the SMT and teacher leaders in an interplay of their perceived roles with other role players namely the learners, SGB, parents and DoE (Department of Education). Since schools in South Africa vary greatly partly due to the apartheid legacy, a study of

different types (contexts) of schools (rural, township and sub-urban schools) added depth to this qualitative in-depth study.

1.5 Some guiding definitions

I focus initially on general broad definitions that carry special meaning to this study and then look at the basis of the school contexts that assist in developing the multiple case studies. The definitions of educational management and leadership are expounded on in detail in the literature review of leadership and management (Chapter Three). Finally, a guide is presented to help the reader understand the layout in Chapter Three.

1.5.1 General definitions

Management: Refers to the processes that include functions such as planning, organising, controlling and directing an organisation's resources to achieve set objectives (Bush, 1989; 2006; Burnham, 1992; Sergiovanni, 2003; Van Deventer & Kruger, 2003).

Leadership: In this study, leaders are those who have a vision, goal and effectively influence people towards the group's goal (Bush, 1995; Grant, 2009; Leithwood, 2005.). Leithwood et al., (2004) and Leithwood and Riehl (2005) identify four core sets of practices for successful leadership: setting directions; developing people; redesigning the organisation; and managing the instructional programme.

Discipline: The term discipline is derived from the Latin word *discipulus*, which means learner or follower, and from *disciplina*, which has meanings such as education, learning, knowledge, science, fundamentals, and discipline (Oxford Dictionary, 2005). For the purpose of this study I accept Mohapi's (2008) definition that discipline is training that develops self-control, character, orderliness, and efficiency. The initial level is when the training comes from outside and the higher level of discipline is when self-control emerges (self-discipline).

Learner discipline: learner discipline as an operational definition for this study refers to behaviour of learners in a school which invariably leads to school discipline as a whole. This makes clear that 'school discipline' is focusing on the learner and does include teacher discipline. Thus as an antonym learner indiscipline is behaviour which contravenes the school code of conduct.

The School Management Team (SMT): is made up of the delegated leaders of the school comprising the principal, deputies and HODs (Heads of Department). In this study at times attention is drawn to the principal as distinct from the SMT by virtue of the accountability bestowed on him as head of the school.

Teacher leadership: the DoE post-1996 has developed policy that asks teachers to be leaders. According to the “Duties and responsibilities of educators”, the PAM document states that teachers must “take a leadership role in respect of the subject, learning area or phase if required’ and to “assist the principal in” various forms of learner discipline and to “collaborate with teachers in other schools in organising and conducting extra and co-curricular activities” (RSA, 1999). The Report on Education Management Development (1996) clarifies the task of teachers as leaders; [management] “should be seen as an activity in which all members of educational organisations engage” (RSA, 2000a). Thus, school management must be collaborative (Steyn, 2003). According to the Norms and Standards of Educators the role of the teacher includes being “leaders, administrators and managers” and states that teachers must “participate in decision making structures” of the school (RSA, 2000a). In essence the task of teachers is not just to teach in the class but to take on leadership and management roles in curricular, co-curricular and school activities; hence the teachers in a school have roles to play in school discipline. This may take the form of being discipline structure co-ordinators, for example the detention system or active leaders in upholding school discipline structures (for example incidental counselling, motivational speaking, upholding the demerit system, or the like).

1.5.2 Types of Schools in term of Geographic Areas

The location of a school often indicates the type of discipline problem experienced in the school. This is an international trend. The ‘US Indicators of School Crime and Safety’ report (Robers, et al., 2013, p. 32) summarises the following: (a) discipline problems reported by public schools varied by school characteristics. (b) In 2009–10, a higher percentage of city schools than rural schools and suburban schools reported various types of discipline problems. (c) As an example, 27 percent of city schools, compared with 21 percent of rural schools and 20 percent of sub-urban schools, reported that student bullying occurred at least once a week (d) 28 percent of city schools; a greater percentage, than suburban schools and rural schools (15 and 9 percent, respectively), reported any occurrence of gang activities during the school year (Robers, et al., p. 32). A review of types of schools as per geographic (context) areas helps explain the choice for the multiple case study methodology used.

South African schools fall into a hierarchical structure with each of the nine provinces having its own semi-autonomy controlled by an MEC – member of the Executive Council that is, executive of the Provincial Head. Each province is divided into smaller units: regions, districts, circuits and wards (renaming in process of change). Schools which are in each unit may be situated according to socio-economic status (SES) areas. The apartheid system has left a legacy of the homelands (Bantustans) which were so-called semi- and self- governing regions; largely barren land that provided the workforce for the mines and for white urban population. Much of the rural areas housing rural schools are from the provinces of Eastern Cape, KwaZulu-Natal (KZN), and Mpumalanga.

1.5.2.1 Rural schools and their contexts

Rural schools are those in a particular geographic and socio-economic setting. Such schools are in farming areas or tribal areas at times far away from town or city establishments and hence not densely populated; albeit with rural type settlement patterns of pockets of inhabitants on agriculturally friendly terrain. Often the people are of the lower socio-economic group with adults making up the labour force of the farming sector of the economy. Some adults commute to far away towns to work. Rural schools often lack facilities associated with town and cities such as entertainment centres (malls, cinemas, night-clubs, sporting facilities, etc) and educational facilities (such as libraries, museums, internet centres, etc). Rural schools also often lack higher sanitation levels (purified tap water and sewage systems) and other essentials like electricity. In short, such areas have children who are deprived of the mass media and rapid source of information that comes with urban contexts. In South Africa, such areas fall in the outskirts of the towns or are in deep tribal regions with an African influence. In the case of the latter the tribal chiefs do wield some authority if not influence over how schools are governed and in some cases managed. The issue of management arises when the school is obliged to think and act as the tribal grouping does. In South Africa the onset of democracy came with a blend of accepting and propagating tribal authorities; hence rural areas do fall under the jurisdiction of tribal chiefs, chosen by blood line. As Bhengu (2005, p. v) states, rural people “live on Tribal Authority land, in a confusion of traditional leadership and democratic governance”. This may influence how schools deal decision making including discipline matters. A five school case study in Bhengu’s (2005) study of rural schools revealed that the schools were acutely poor, suffering from the lack of shelter, food, health, clean water, transport, electricity and services. Bhengu (2005) states, that HIV/AIDS is taking enormous tolls in every aspect of the community.

Unemployment is high and emigration of working-age adults disrupts families, which are left largely as grandmothers and children. Literacy levels in the rural communities are also low. However, the sense of community from the past, now and future is generally high. While this may be revealed by one multiple case study, it is typical of rural parts of South Africa. Leadership in rural schools may also go unchecked by DoE policy and regulations as Bhengu (2005, p.vi) observes that “rural principals are working under challenging environments, fending for themselves, and resort to doing things their own ways, irrespective of policy dictates”.

Gardner’s (2008) report, “Emerging Voices: A Report on Education in South Africa’s Rural Communities”, (Samuel, 2005) focused on the poorest areas in former homelands in Eastern Cape, KwaZulu-Natal and Limpopo. The opinions (the “voices”) of people in nine communities were collated; including parents, teachers, learners, community leaders and, in one case, traditional healers. The study revealed that in these stark conditions, the parents of the rural school children were eager to ensure that their children received the maximum opportunity to quality education. The parents nevertheless imposed tasks on learners that cut across their education time or study time. At times neither the communities nor the schools appear to have accepted each other in mutually supportive ways. The DoE educational ‘Districts offices’ and ‘Circuit offices’, are often some distance away from the deep rural villages. With this in mind this study views the leaders in such schools as often left to their own resources and incapacitated handle to new trends and policies of the DoE or innovate their own solution strategies. For the purpose of this study it was of interest to test to what extent discipline management policy and creative leadership were being implemented and to consider to what extent they enhanced learner discipline.

Lappert’s (2012, p.78) study reports that in rural school no alternatives to corporal punishment (CP) nor in-depth training in alternative methods were provided to educators when corporal punishment was banned. Subsequently, participants came to believe that there are no ‘*effective alternatives*’. They feel that corporal punishment is the only strategy for effectively maintaining discipline in the classroom. Mestry and Khumalo’s (2012) study of rural schools found that a major finding revealed that many rural school governors did not have the knowledge and skills to design and enforce a learner code of conduct effectively. Mestry and Khumalo (2012, p. ii) report reasons such as lack of literacy and state that “parent-governors are far removed from the day-to-day operations of the school, and

consequently fail to contextualise the seriousness of discipline problems as well as to enforce the learner code of conduct effectively”. However Gardner (2008) found that some rural communities have achieved hard won methods of managing their affairs, and each rural community has developed sophisticated social networks and cultural practices. Most villages have some televisions and cell phones, and a proportion of people who live there, work in towns and return over weekends, so creating much interchange between village and town. Moloi (2007, p. 464) in referring to Jansen, says that in South Africa a sense of ‘identity’ emerges, dependent on historical roots and geographical location. Moloi (2007) quotes Soudien (2002) who states that, teachers’ sense of identity, strongly influences their attitudes to teaching and leadership within schools. The purpose of my study was to investigate the role played by school leaders in handling learner discipline in different contexts and the rural school was one context.

1.5.2.2 Urban schools and sub-urban schools

Sub-urban schools are those that are in middle to upper socio-economic status (SES) areas usually located in the suburbs. Often such schools have a higher school fees and this in effect keeps out the lower SES learners even if they opt to commute to such schools. These fees allow for these schools being well-resourced, with specialised classrooms, resource centres, and sporting facilities and have SGB-paid teachers and support staff making for a better foundation for quality education. The ex-Model C (White apartheid) schools are usually such schools often now integrated with other higher SES race group learners.

One of the schools studied was a sub-urban school. In the same vein, the urban or inner city schools with lower SES areas, experience the opposite. Khalifa’s (2012, p. 424) American study found that the role of the school leaders, especially the principal’s was crucial in developing social cohesion between the school and the urban community. The findings show that leaders can with the development of better relationships actually improve academic results (Khalifa, 2012, p. 461). South African township schools depict more closely conditions of American inner city school and experience similar challenges.

1.5.2.3 Township schools

Townships in South Africa have their origins in the apartheid era of pre-1994. In the apartheid period the white National Party government created townships for African people (Africans, Indians and Coloureds). These emerged when the separate residential areas were enforced by the Group Areas Act of 1950. Such townships were often on the borders of

towns or cities and had few middle but mostly lower socio economic classes. This allowed for an easy supply of cheap labour. In the 1990s the influx control Acts that prevented African people from living in the towns and cities inhabited by whites, were lifted and this led to informal settlements colloquially called “jondols” springing up on the outskirts of the towns and cities. Many of these townships have still not integrated racially with the demise of apartheid. Thus many townships are largely representative of one racial group and this affects the composition of the schools therein. The schools in the old townships had inherited many problems. They had poor infrastructure, resources, and unskilled teachers. The culture of the youth was moulded by being unsatisfied, frustrated, de-motivated, and rebellious. Many engaged in violence as a daily activity due to broken homes and criminal activity. Masitsa (2008) noted that numerous township schools are experiencing increasing incidents of poor discipline which impact negatively on their students’ academic performance. Studies in townships have revealed generally poor discipline and escalating indiscipline to the frustration of teachers and the leaders (Masitsa, 2008; Ngcobo & Tikly 2010; Serame et al., 2013). My question was: Is the issue that matters most the ‘township school’ per se (that is the SES of the area), the school leadership, or were there other issues at play? I chose an ‘Indian township’ school which was initially predominantly Indian but with movement of African learners to the towns the school has become predominantly of the African race. The school typifies a township school with its challenges except that its structure is of the ex-HOD Department School and has more Indian teachers.

Skiba et al., (2000a), explain how SES related to types of discipline. When learners engage in misbehaviour, suspension from school to a maximum of one week is meted out. They state that studies of school suspension have been consistently documented disproportionately to SES. Similarly, other studies found that students who receive free school lunch were at increased risk for school suspension (Skiba et al., 2000a). The state offers free subsidised lunch to lower SES areas. Noltemeyer and McLoughlin (2012) write that the correlation between lower SES and high suspension was generally high. While the lower SES learner may be committing offences, studies report disproportionately higher sanctions meted to such learners. In a qualitative study of student reactions to school discipline, Brantlinger (1991) study found that both low and high-income adolescents, who were interviewed, agreed that low-income students were more likely to be unfairly targeted by school disciplinary sanctions. There also appeared to be differences in the nature of punishment meted out to students of different social classes. While high-income students more often reported receiving

mild and moderate consequences - teacher reprimand, seat re-assignment; low-income students reported receiving more severe consequences, sometimes delivered in a less than-professional manner. Examples of less professional sanctions include learners being yelled at in front of class, made to stand in the hall all day, having personal belongings being improperly searched. Skiba et al., (2000a), find that the higher incidence of African learners being sanctioned or seen as indisciplined, is due to biased handling of lower SES learner; not because they commit significantly more offences than higher SES learners. Similar results are reflected in the research files of American studies with the Hispanic and American Indian discipline cases (Skiba, et al., 2000a).

1.6. Research Questions

As noted there is a challenge in learner discipline post-1996, exacerbated by the banning of corporal punishment and the changes to school leadership structure and functioning. Major changes in legislation and policy came post-1994 with democracy and in particular in 1996 with The (democratic) Constitution- this marks a turning point in South African history. Having stated the background, research problems and rationale for the study; the overarching research question that guided the study was:

What role does the school's SMT and other educator leaders play in learner discipline at schools in different contexts?

Sub-questions:

1. How do principals and the School Management Teams (SMTs) in township, sub-urban, and rural schools experience, perceive and understand learner- related discipline problems?
2. How and why do principals and the SMTs in township, sub-urban, and rural schools handle learner- related discipline problems the way they do?
3. How do school leaders describe their experienced challenges in maintaining good discipline in the three different school contexts; township, sub-urban, and rural school?

1.7 Significance of the Study

Various sectors of the education sector including the SMT, SGB, DoE districts officials may be guided by this paper. Findings have the potential to benefit educational planners and policy makers will also benefit from this study, especially with regard to discipline and educational leadership strategies.

1.7.1 School managers, Deputy heads and Teacher leaders

The school managers (SMT), deputies and teacher leaders may gain insight into expectations of linking their day-to-day management of the school with managing and leading of learner discipline. Their importance would be revealed. Their personal and professional in-puts at school influences discipline and they hold the key to good school discipline as the 'school' depends on their leadership. The '*school*' is a term that epitomises the various sectors of the school - learners, teachers, leaders, governors and the prime activity of the school that is, teaching and learning. School leadership can destroy or develop a positive school ethos. Their importance is unsurpassed as Leithwood (2009) said, second to academic work of teaching, leadership is most important in any school. The study has the potential to help them realize the need for and influence of personal academic growth and professional development, especially with regard to aspects of how leadership and management influences learner discipline. They will see the importance of transformational leadership in the present South African educational scene. Teacher leaders will be enlightened on the various aspects of '*leading without a title*' and how greatly it influences the school discipline.

1.7.2 School Governing Bodies (SGBs)

SGBs will be guided about the importance of the role they play in learner discipline. This is especially important in the collaboration of the SMT and teachers for the common good of the school. The importance of capacity building is vital as they hold a legal position on learner discipline. Their knowledge of policy and procedure, and desire to work to a common vision for the school can drastically influence discipline. The parent component of the SGB may be enlightened on their role in making the SGB a shared body, namely equal partners with the SMT, teachers, non- teachers and especially learners.

1.7.3 District Education Officials

District Officials, whose role is to manage and lead a select number of schools, have to use state policy to see to the smooth running of schools, whilst ensuring results improve; would benefit from the perceptions of school based personnel, in respect of their involvement in school discipline. This knowledge may enable them to change and modify their administration of schools in this regard.

1.7.4 Educational service providers

These personnel especially those who are from DoE structures whose function is to assist learners with special needs in terms of discipline, may benefit from the knowledge of the perceptions and expectations of school personnel on such services. They may use such knowledge to remodel their functioning so as to improve their services, especially that of assistance to deviant learners at schools.

1.7.5 Educational planners and policy makers

These findings have another potential to assist the educational planners and policy makers in developing workable policies and plans on school discipline. Such policy remodelling may centre around the Code of Conduct, role of the parent component and the SGB as a whole, on discipline, the legal role of the parent and school with regard to discipline, the development of set school discipline strategies and the like. They will develop a better understanding after reviewing the key role-players' perceptions of present policies on discipline.

1.8 Research Frameworks

I place my study in the field of educational leadership and management and the concepts there-in pertained to and guided my study. Some of them include inter-alia school leadership and management, and the various models of management and leadership, with an underpinning of positive discipline models. I used a twofold theoretical framework that speaks to the two key areas of my study; the first being '*leadership*' and the second '*discipline*'. School leadership and learner discipline are inextricably linked as leadership affects all aspects of schooling including learner discipline. In terms of leadership this study is informed by two theoretical frameworks namely, transformational leadership and distributed leadership. In terms of learner discipline the theories of positive discipline practices (PDP) and whole school discipline (WSD) underpinned the study. These are tied together by Fullan's (2001, 2013) concepts of challenges to change. In the paragraphs that follow I elucidate on them briefly, as they are expanded on in the literature review.

Leadership is that which people do, whether in official positions of leadership or not. It is morally directed, value driven and highly influential in attaining the goals of the institution. In essence, leadership is of little value if the drive is not managed to completion; hence leadership will imply managing. School leadership post-1996 has moved to a democratic stance with school-based, site-based management and leadership as promulgated by the

Schools Act and the report of the Task Team on Education Management Development, 1996. Teacher leadership is one of the seven criteria for teachers as per the “Norms and Standard for Teachers” (RSA, 2000a), implying the democratic stance of The Constitution and encouraged by distributed leadership at schools. Leadership is no longer the prerogative of the designated SMT or principal. It is to be encouraged among all teachers and even learners.

The study on learner discipline which is affected by school leadership is further underpinned by the theory of transformational leadership which is appropriate in a study in post apartheid South Africa. Though some commentators may say it is a cliché; I contend that it is not, as schools still existing in highly sectional divides of the apartheid past, bring with them concomitant challenges. I use Bass and Steidlmeier’s (1999) and Leithwood and Jantz’s (2009) transformational leadership theories as bases to underpin data. The former speak of: idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. The latter brings the issue of change in, first by revealing the initial transformation of decentralised schools and site based managers of the 1990s and then bring in the more pertinent aspects of the ‘reform effort’ in schools that is, transformation in ‘raising the bar’ to improve results in schools that were historically disadvantaged schools (HDS). I seek to investigate such transformational leadership in all three school types and find the interplay of context of schools, if at all.

1.8.1 Distributed leadership (DL)

Distributed leadership calls for leadership to be fanned out to all who embrace it. According to the Task Team Report on Education Management (Department of Education, 1996, p. 8) management must be a “process to which all contribute and in which everyone in an organisation ought to be involved”. Thus the principal, SMT, teachers and even learners can and may assume the role of leader and in this case engage in promoting effective discipline. It falls into the realm of the collegial fold of the management model and hence holds the principles of it. DL encourages shared decision making with consensus rather than any other method. While this distributed leadership is the norm, Bush (1995) states it is not always practiced. Nevertheless, it is entrenched in law and policy of the post-1996 South African schools. In understanding distributed leadership as researcher I used it as a lens to study school leadership in relation to discipline. Distributed leadership that is assumedly in play at certain schools is actually a disguised form of delegated duties. Grant and Singh (2009) found that in their study, the SMT members used their legitimate leadership positions to delegate

leadership to people they saw fit for the role while they withheld leadership from others. What existed was a “contrived collegiality” supported by a “hierarchical structure”. I intended to trouble the notion of distributed leadership in schools by further analysing just what was occurring in schools with regard to managing and leading learner discipline. The discourses on “what, how and why” regarding distributed leadership on learner discipline will unpack the roles played by all sectors in working towards discipline.

1.8.2 Positive discipline practices

The second theoretical framework underpinning the study is that of positive discipline which was used as a lens to unearth the discourses on learner discipline. Positive discipline has its roots in the theories of Alfred Adler and Rudolf Dreikurs which was popularised by Lynn Lott and Jane Nelsen (1979). Positive discipline is a convergence of theories and models of discipline with a humanist and reason based focus. It has at its premise the development of mutual respect at school and at home and speaks to teaching children respect and discipline in a democratic way (Nelsen, 2012). The stance of positive discipline is the one promoted by the DoE and I seek to investigate discourses around the DoE’s stance. This theory holds that children must learn necessary social and life skills and that discipline must be taught. It promotes respect, warmth and understanding for good discipline to occur and it aims to make children successful, contributing members of their community. It speaks of disciplining children in a manner that encourage self discipline and inner control with reason. This type of discipline is at the ultimate end in the discipline spectrum and is of value in our newly democratic country. With this theory, comes in the broader aspect of positive discipline and that is Whole School Discipline (WSD) or SWPBS (School Wide Positive Behaviour Support) as theorized by Joan Durrant (2010) and Chadsey & McVittie (2006). They in essence provide for the deviant child that is a repeat or seriously misbehaving learner.

1.9 Research Design and Methodology

1.9.1 Research Paradigm

My philosophical stand or paradigmatic stance affected the research design chosen and thus the methods used in generating data for analysis. Crotty (2003) states that the four vital questions in research are: (a) what methods do we propose to use? (b) what methodology governs our choice? (c) what theoretical perspective lies behind the methodology? (d) what epistemology informs this theoretical perspective? Hence, I note my ontological and epistemological views to my chosen research paradigm. As researcher, my ontological stance is that I view knowledge as experiential, personal, subjective and socially constructed.

Reality exists in the form of multiple mental constructions and is thus relative (Vygotsky, 1978). My core ingredient of the study was the dynamic interactions between the teachers, the SMT and learners. This is in an interplay, in the unique environment in which they find themselves: the school and school community; which in turn are in a socially charged cultural environment. Epistemology is the study of knowledge, the acquisition of knowledge, and the relationship between the knower (research participant) and the would-be knower (the researcher) says Ponterotto (2005). The subjective world of the school leaders interact with my subjective world as researcher. Interpretivists regard people as agents of creation of meaning in their settings and these meanings are valuable and useful for research say Henning, et al., (2004). It is these meanings that I sought from all participants as they personally saw the interactions at the schools. My ontological and epistemological stance thus placed my research in the interpretivist paradigm. My world view and that of the school leaders needed to be analysed in an in-depth manner to find meaning of the collective subjective accounts and perceptions of the world. My study is ontologically relativist and epistemologically subjective. An in-depth analysis of the roles of school leaders on discipline was the study focus and this stance placed my study in the qualitative research fold. This dictated the methods used.

1.9.2 Research Design and Methods

Yin (2003) explains that when the study delves in the ‘how’ and ‘why’ realm of study then a case study is valid. Similarly, Williams (2007, p. 4) states that in a ‘case study’ the “researcher explores in depth a program, an event, an activity, a process, or one or more individuals”. Thus I chose the case study approach as the study aimed to get an in-depth investigation of “how” and “why” school leaders lead and manage discipline in their particular way in their school. To conduct an in-depth investigation, on ‘what’, ‘how’ and ‘why’ school leaders deal with learner discipline the way they do over a wider range of school contexts, I focused on three case studies: that is, three schools, namely a sub-urban (referred to as urban-Us), township (Ts) and rural school (Rs). Data was generated by the techniques below. I deliberately selected schools that fitted most appropriately into the three categories above. As Yin (2014) advises, the correct choice of the case is vital and this I took heed to in my sampling of the different schools. I chose the schools from one educational region for purposes of keeping the inputs from district level common, for simplicity and for logistics.

The participants studied in investigating school leadership on discipline were dictated by my critical questions. Since the study focus was on school leaders and teacher leaders they had to be the principal participants. Thus participants were school principals and other SMT members (DP and HODs) and a sample of teachers. Other personnel, where existing (for example counsellors), were included. The teachers and learners being on the receiving end of what the school leaders do were interviewed and observed. Details of sampling and samples follow in Chapter Five.

The data generation instruments were threefold: in-depth semi-structured interviews (individual and focus groups) of all participants; the use of document analysis, unobtrusive-observations. The first method of obtaining information was the interview method. The idea was to approach and develop a rapport with the principal and staff. This was done at all schools. According to Bless and Higson-Smith (1995), interviews provide information on a participant's knowledge, likes and dislikes, attitudes, beliefs, values, preferences, interests, what a person has experienced and inner thoughts on the research topic at hand. This is in keeping with the paradigmatic stance of interpretivist-constructivism.

The second data generating method used in attaining information was document analysis. When the rapport was established, I proceeded to analyse relevant documents with the permission of the principal. An analysis was done of all relevant documents focusing on records pertaining to leadership and discipline. Gromm (2008) expounded on various techniques to unearth relevant data including content analysis, thematic analysis, rhetoric analysis, analysis of interrogative insertions, membership categorization analysis (MCA) and problem solution discourses. I intend using the first three; where rhetoric analysis was used on discipline complaints and reports. The third technique of data gathering was the unobtrusive observation (non participant observations) which was negotiated with the school principal where I observed various aspects of the school in action. This instrument was valuable as it confirmed my interview information and provided insight into literature. A challenge was to unobtrusively record observations as the presence of an observer in itself made participants change their behaviour. Observations undertaken; data recorded and coded were guided by the theoretical framework chosen.

Data analysis and data gathered from each of the data gathering instrument or techniques was used and guided by the literature and the research paradigm of choice. The aim was to

unearth the “what”, “how” and “why” questions on links between school leadership and management on one hand and discipline on the other at the three types of schools. The various levels of data analysis were employed and are discussed in Chapter Five.

1.10 Ensuring Trustworthiness of the findings

As the researcher I was aware of this criticism levelled on qualitative research designs and guarded thereof. The rigor in the selection of case studies and the depth and ‘accuracy’ of data collection and analysis are hallmarks of ensuring trustworthiness of findings. I took time and serious analysis in selecting the three cases as per the general criteria of such schools in South Africa.

Scott (2000) talks of various biases: ‘human error’, ‘dishonest error’ and ‘interest bound’ bias. Thus said, I used the theoretical framework in an unbiased and clinical manner and documented all procedures carefully so as to avoid the bias and errors of validity. Another criticism is how comprehensive are the explanations offered for phenomena studied. This is known as “anecdotalism”. The thoroughness to seek the truth and deal with contrary cases was my aim as the researcher. My personal career, as an educator and part of a SMT and my academic spirit as the researcher encouraged seeking the truth in the research. In the interpretivist stance triangulation is not the focus as participants make their own meanings of all school matters. It limited itself in cross referencing if certain discipline structures exist as mentioned by other participants.

1.11 Design Limitations

The limitations of the design existed. Firstly, it lay in the use of school hours in holding interviews and this had restraints of time and permission of class teachers (for learners’ interviews). This may have rushed some participants into answering the questions. Secondly, the expectation of focus group interviews met with challenges of getting teachers together and thus resulted in the use of individual interviews for teachers. Thirdly, the documents were supplied by the SMT who would have been at times selective in that as it opened up their strengths and shortfalls as they saw it. The reassurance of the researchers’ code of confidentiality and anonymity helped lessen their fears. Fourthly, the permission from parents allowing learners to be interviewed resulted in delays and in some eager learners being left out of the research process.

1.12 Ethical Considerations

The ethics code for research of the University of KwaZulu-Natal was adhered to. All schools used as case studies were enlightened on the aims and procedures of the study. Schools and participants used were assured of anonymity since they were not identified to the public and in any reporting. Anonymity and confidentiality was upheld for all concerned. Informed consent was obtained from all persons for the interviews and for document analysis (refer to form in appendix). Participants were fully informed of their right to participate, withdraw or to decline to answer any questions that affected them. Participants were asked not to use names when discussing issues affecting personnel. This was of particular importance when interviewing learners who wanted to “tell on” their educators. The DoE was notified of the study and permission sought to conduct the study in the DoE schools (refer to appendix). Permission was sought from parents of all participants who are minors. All documents for consent and permissions obtained that is, from DoE and parents and explanation notes of the study are presented in the appendix. Names of participants and places were substituted by pseudonyms to maintain anonymity when reporting. Information arising out of the study that may prejudice, hurt or infringe on human rights of the person was discarded or used in ways to completely prevent prejudice, hurt or infringement on human rights.

1.13 The Plan of the Study

Chapter One: Entails the introduction, and general plan of the entire study.

Chapter Two: Deals with literature on school discipline pertaining to definitions, models of school discipline, and research.

Chapter Three: Discusses the literature review pertaining to educational leadership and management, focusing on definitions, models and research.

Chapter Four: Presents the theoretical and conceptual framework of the study where the two fold aspect of leadership and discipline were catered for.

Chapter Five: Deals with the research design and methodology issues which include sampling, data production methods, analysis, trustworthiness and ethical issues.

Chapters Six, Seven and Eight: Presents data produced from the three case studies, namely: the township, urban and rural schools respectively.

Chapter Nine: Focuses on analysis of the findings in a comparative review of all three case studies.

Chapter Ten: Deals with conclusions and recommendations.

1.14 Summary

This chapter serves as a summary of the whole thesis. It provides an overview of the various chapters to follow. The next two chapters look at the literature on ‘discipline’, and ‘management and leadership’. These base the thesis in literature. The chapters which unfold build and develop the thesis.

CHAPTER TWO

LITERATURE REVIEW

LEARNER DISCIPLINE AT SCHOOLS

2.1 Introduction

The previous chapter, on the introduction of the study focused on the statement of the problem, rationale and purpose for the study. This chapter is written in the belief that to understand school leadership in learner discipline post-1996, it is important to review literature related to, changes to leadership and management post-1996, literature that relates to increased indiscipline and changes in post-1996 discipline policy. Gaps in the literature prompted this study with the angle of the role of school leaders on learner discipline. My literature review chapters have been organised into two chapters to succinctly answer my research question. Hence, I decided to highlight the two main problem areas in my research question, namely,

1. Discipline- focusing on school and learner discipline.
2. Leadership and management

Chapter Two was dedicated to the debates surrounding learner discipline in schools. Chapter Three is directly related to educational leadership and management, and the problem of how the SMT, school leaders, teacher leaders and learners engage, experience and deal with matters relating to discipline. To encapsulate the aims above after a discussion of key concepts, this chapter examines five broad issues:

- The international stance on the child
- Policy changes with democratisation of South Africa
- The incidence of indiscipline nationally and internationally
- The challenges to school discipline - some forms of indiscipline and possible causes
- Some models of discipline
- Positive discipline models and links to the DoE stance. Interspersed are international observations. It will conclude showing the relevance of theory to practice in the school.

In summary I aim to show that there is an increase in indiscipline. The international world has highlighted the need for child care and safety, South Africa has followed by instituting laws, regulations and policy to see that this occurs nationally. In the past the teachers managed indiscipline by harsher methods including the use of corporal punishment (CP—as abbreviated in this study). The nature of the indiscipline was not as serious as in present times

and managed well. Now there is a need for school managers and teachers to deal with learner discipline in a humane way while it has become more severe.

2.2. Towards an Understanding of Discipline

Borrowing the words of Rosen (2005, p. 62), in understanding discipline,

“Surely, it means more than a series of descriptive adjectives. Without a clear definition of the term, we cannot surely recognize good discipline when we achieve it? In essence one cannot go on studying a phenomenon if the phenomenon itself is not fully conceptualised and defined in words that make it easy to understand. Also the way one defines and conceptualises a phenomenon will determine the manner in which one relates, responds and interacts to and with it”.

Similarly, Mohapi (2008) states that the term ‘discipline’ has different meanings depending on a person's particular view. On a basic and semantic level, Hardin (2004, p. 4) indicates that educators may view discipline as a verb or a noun; and as a verb ‘discipline’ is what educators do to help learners behave in an acceptable manner. As a noun it is a ‘set of rules established to maintain order’. In this case if one sees discipline in schools as something teachers do to get learners to obey school rules and thus behave in a manner acceptable to the school or community, then that is how teachers will respond to discipline maintenance and react to indiscipline. Thus, if one sees discipline as something purely related to control and punishment then this is how one will relate to it. As Bantjes and Nieuwoudt's (2011 p. iv) study reveals that “one way of approaching disruptive behaviour in schools is to pathologise the miscreants [because it is viewed as such]. Working within this paradigm, schools seek to discourage misconduct via concrete mechanisms such as control, discipline and exclusions”.

On the other hand if leaders see learner discipline as moral and value-driven training to get learners to behave in ways acceptable to relevant others in the school, then that is how one would respond to discipline. In the first instance I will delve into a review of basic dictionary definitions and then review conceptualisations of authors. At the core the etymology of the word “discipline” shows certain key aspects that are sustained to present day. The Online Etymology Dictionary provides these derivatives of the noun form of the word: “descepline” from Old French meaning “penitential chastisement; punishment’ as common in the 13th century, and, “discipline, physical punishment; teaching; suffering; martyrdom”- from 11 century. The Latin derivatives: “disciplina” (Latin), meaning instruction given, teaching, learning, knowledge; or “discipulus” (Latin) meaning “object of knowledge, science, military

discipline [that is, a pupil who learns, (Webster's on line dictionary)]. By the 15 and 16th century, it came to mean “orderly conduct as a result of training”. While the derivatives are known, it is more important to find contemporary meanings because meanings change as societies do. At the basic level of understanding the Oxford Dictionaries defines discipline as “the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience” (Oxford dictionaries.com).

The concept of “discipline” centres around a few core issues which focus on aspects of control and results in order and respect. Dare, Hashim, Sweinan and Ofie (2004) defines discipline in schools as respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, respect for oneself and others. A behaviour that contradicts the above becomes indiscipline, (cited in, Idu and Ojedapo, 2011). Thus, educators operating from a traditional perspective may define ‘school discipline’ as ranging from all activities that are implemented to control learner behaviour, to enforcing compliance and maintaining order, to a view of freedom where any external discipline or guidance is seen to restrict the learner's autonomy (Ferreira et al., 2009, p. 163). Strauss's (2006, p. 60) study found that learners “did not share a common framework with reference to the concept of discipline... While some learners viewed it as 'rules and regulations' and as a means of controlling people, others envisaged it in a broader sense where issues such as respect and consideration for others were encompassed”. Then, in education, Van der Westhuizen et al., (2008, p. 212) state that “discipline” implies the voluntary obedience of the child to the influence and leadership of the mature, adult educator and the child's personal appropriation of the knowledge, attitudes, and ideals of the latter”.

Most of the common definitions of discipline bring in the concept of punishment used to condition the behaviour. There is a view that teachers do something to cause learners to behave in a manner deemed appropriate to them, the school and wider society. The implementation of this way of understanding discipline sees it as some externally imposed strategy aimed at producing a desired result. This notion makes teachers view discipline as a set of rules to restrict learners' behaviour. This view simplifies school discipline to rules that inform learners on what is right and what is wrong. In this approach, the severity of the consequence thus becomes a strong point in controlling disobedient behaviour (Mohapi, 2013). Thus Joubert (2008) states that often ‘discipline’ is wrongly equated to ‘punishment’. The intention as noted is to make one adhere to established codes of conduct. Lapperts'

(2012) study in rural schools made him conclude that it is prudent to understand the difference between punishment and discipline. “This child needs disciplining” translates into “This child needs spanking or caning.” Kersey (2005) states that this is wrong and that there are several ways to make children behave. One is by using force, another using fear and still another is by punishment. These imply that the caregiver is superior and should overpower the child, but instead of leading the child to inner control, they make the child angry, resentful, fearful and dependent upon force. Kersey's (2005) view is that ‘discipline’ is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms.

UNESCO (2006) report states while punishment is meant to ‘control’ a child's behaviour, discipline is meant to ‘develop’ a child's behaviour, especially in matters of conduct. It is meant to teach children self-control and confidence by focusing on what it is we [mature adults/teachers] want the child to learn and what the child is capable of learning. It is the basis for guiding children on how to be in harmony among themselves as a body and to get along with other people. The ultimate object of discipline is for children to understand their own behaviour, take initiative, be responsible for their choices, and respect themselves and others. In other words, they internalize a positive process of thinking and behaving that can last a lifetime. For example, when one thinks of a “disciplined person,” what comes to one's mind? An Olympic athlete, someone who has given up bad habits such as smoking and alcohol dependency; someone and who remains calm in the midst of chaos, someone who trains in all weathers and in all hardship. All of these require self-control, which is the goal of discipline.

Disciplined behaviour means ways of behaving that show respect of standard rules and responsibility. The use of punishment does not promote self-discipline, but only temporarily stops misbehaviour. The imposition of punishment might achieve a short-term goal, but also undermines the accomplishment of the long-term goal of self-control states Vally et al., (2002, p. 78). Thus, at a higher level to discipline is self-discipline. Self-discipline means achieving disciplined behaviour through one's own efforts, rather than through external monitoring or force. This may not be achieved at once but its impact guarantees the positive end of the discipline continuum. Mohapi (2008) cites commentators such as Rogers (1994), Yakama (1999) and Savage (1991) who contend that discipline is training that develops self-

control, character, orderliness, and efficiency. A clear definition comes from Holden and Wissow.

'Discipline' is the guidance of children's moral, emotional and physical development, enabling children to take responsibility for themselves when they are older. It involves teaching children the boundaries of what is acceptable and what is not. It makes them aware of the values and actions that are acceptable in their family and society". (Holden and Wissow cited in Smith, p. 16).

It is this that is built into the concept of 'self-discipline'.

This view sees discipline as the totality of the education process, Where Mohapi (2008) includes aspects as the teaching process, the process of character shaping, the conflict resolution, and development of trust. He goes on to add that it in "nurturing, developing and empowering people to act in a certain manner, not because they are forced into doing so, but because they freely choose this as being in their own interest, and those of the school" (Mohapi, p. 26, 2008). This view is expounded on and supported by other researchers such as Serakwane (2008) and Porteus, Vally and Ruth (2001a) who state that self-discipline implies the achievement of qualities through one's own efforts rather than through external monitoring or coercion. It is this view of the process of discipline that I as the researcher hold. As such, it should be the role of the management and leaders in the school, especially today that the state has decentralised control to the school to develop this 'self discipline'.

Charles (2003), a leading expert on classroom management, defines three types of student discipline: preventive, supportive and corrective. Preventative discipline attempts to lessen the chances of misbehaviour occurring in the classroom, by posting class rules and verbally praising positive behaviours. Supportive discipline refers to techniques used to help students maintain self-control and warn them when they are starting to misbehave, such as by making direct eye-contact with and increasing physical proximity to a student. Corrective discipline refers to the consequences a teacher administers after a student misbehaves, which might include taking away a privilege or putting a student's name on the board. Considering the above model on discipline, its aims, methods, and moral component I embrace it as important to have as a starting point on the definition of 'discipline', but as an interpretivist I leave amendments to the definition which may be made by the participants perceptions to discipline. As a parsimonious definition 'discipline' is the training to make persons adhere to set, approved and morally accepted rules for the smooth functioning of the institution with an

aim to develop self-control. The methods of discipline may vary but should be humane and result in self-control with understanding for adherence to the rules that is, self-discipline.

In any institution, especially a school, the terms of reference should be well understood. Hence the way all role players at the school (teachers, non-teachers, SMT, SGB, and parents) should be of common mind when understanding the concept of 'discipline'. This common understanding will expedite the processes in achieving good discipline. Strauss (2006) holds the same opinion.

2.3 International Conventions and the Care of the Child

A review of the foundation that laid the path focusing on the importance of 'care for the child' follows. School safety and thus school discipline are of vital importance at the present time as noted internationally and in South Africa. The international call has laid the foundation for much of South African law and policies. There are International Charters that protect the interests of the child and thus the learner at school. The African Charter on the Rights and Welfare of the Child [Children's Charter] (1990) - ratified by South Africa in 2000 and the United Nations Convention on the Rights of the Child [UNCRC] (1989) – ratified in 1997, are two of these. The “United Nations Convention on the Rights of the Child (UNCRC)' (UNO, 1989) conditions children's rights, outlines the rights of children; punishment of the child is clarified in “article 19” which states that the state parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment...” The UNCRC has been adopted and ratified by many of the world's states and has become one of the two international benchmarks in the review of issues pertaining to children's rights. Adding to this the United Nations Convention on the Rights of the Child (1989) recognizes the right of children to education and requires the government to provide education on the basis of equal opportunity. Article 28(2) states: “State Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.” Since it was ratified by the South African government the state has instituted law, policy and regulations in line with the international Charters above. Chapter Two of The South African Constitution has a precise Bill of Rights. Within the Chapter is Article 28 which speaks to the rights of the child where “best interest of the child” is paramount (RSA, 1996a). Hence much of South African

law and policies post-1996 on discipline and safety of the child are rooted in the above Charters and guided by The Constitution. Some of these are discussed below.

2.4 Relevant laws and Policies relating to school discipline and the Democratisation of Education

I traverse this aspect of education policy on democratisation of discipline by firstly touching on the legality of school discipline and school safety. Since the latter is conditioned by the status of school discipline the two are discussed as a twin pair. Some major education acts, especially aspects of discipline and safety will be discussed with the challenges they bring. The proactive stance of government in relation to school safety and thus child protection will be traced from the beginning of the democratic South Africa.

2.4.1 The legality of School Discipline and School Safety

The law imposes corresponding duties and responsibilities on each individual to respect the rights of others. The Bill of Rights has enshrined certain fundamental rights which the state has a duty to respect, fulfil and promote. The common law right to freedom and security are now protected by the Constitution. Some important sections of Chapter Two which invariably determine standards for care and protection of children:

- Section 10 on “Human Dignity” states that everyone has ‘human dignity’ and the right to their dignity, respected and protected.
- Then, Section 12 of the Constitution provides that everyone, thus including learners at school, have the right to be protected from all forms of violence.
- Section 24(a) regarding the “Environment” states: “Everyone has the right to an environment that is not harmful to their health or well-being”.

2.4.2 South Africans Schools Act 84 of 1996 (Schools Act)

One of the main educational offshoots of the international Conventions on the child and the Constitution is the Schools Act 1996. Visser (2006, p. 15), expert academic in law, states that “one of the central objects of the Schools Act, [is] namely to uphold the rights of all learners, parents and educators and to promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the state”. By upholding the rights of the child as mentioned, democratic disciplinary processes were placed at the centre of how children should learn. While the case is clear in protecting the child from all forms of harm, it does not mean that children cannot be disciplined within the society they

live. The Schools Act has taken cognisance of this in that it has created a logical procedure for discipline of the school child. It has taken the pulse of the world's view of human rights and the democratic systems and put into law specific bodies and structures with functions to manage discipline in a democratic manner. An analysis of the salient sections of the Act will elucidate the state direction on discipline and when read with the data analysis show strengths and weaknesses of SMT knowledge as leaders of discipline hence affecting school discipline.

Section 8: Code of Conduct (COC) and Democratic hearing

Schools Act, Section 8 (1) states that “Subject to any applicable provincial law, a governing body of a public school must adopt a code of conduct (COC) for the learners after consultation with the learners, parents and educators of the school” (RSA, 1996b). The idea is the consultation process that is as stated in the Act. The code of conduct aims at establishing a disciplined and purposeful environment and learners are obliged to comply with the code of conduct. All stakeholders are responsible for its development and functioning. The premise is, once ownership is bestowed over the rules and regulations compliance becomes easier. Section 8(5) states that “A code of conduct must contain provisions of due process safeguarding the interests of the learner and any other party involved in disciplinary proceedings” (RSA, 1996b). The essence is the entrenching of the democratic process in school discipline. In summary some of the important points on a just and democratic process are that: firstly, the accused learner has the right to be heard, call witnesses, put questions to the accuser and inspect documents submitted in evidence. Secondly, no person involved in the investigation including the principal can be present (to influence the case). Thirdly, the accused may appeal the decision of the Discipline Committee (DC) hearing which is ratified by the SGB. When read with the data analysis chapters one would see the lack of knowledge of this important piece of legislation and lack of full involvement of learners in this process which possibly at times lead to indiscipline.

To safeguard the child some provisions also allow for an intermediary and the use of electronic devices to protect witnesses. It asks that the witness is not placed in undue mental stress. The letter of the law is clear to protect the innocent and uphold the Constitution Article 10 (Human Dignity) and Article 28 (Children's Rights), and Article 33 (just administrative action) (RSA, 1996a).

Section 9: Suspension and the debate

Section 9 states that the governing body may suspend learners, after a fair hearing, as a correctional measure for up to one week, or pending a decision as to whether the learner is to be expelled from the school by the Head of Department (Joubert et al., 2007, p. 6). In one study Maphosa and Shumba (2010) found that educators criticised the Act for being, at times too slow, delayed and ineffective. While some schools and school leaders apply the legislative calling to the letter of the law, Joubert (2004) found that officials were ignorant of the basic procedures regarding, amongst other things, the suspension and expulsion of learners. At times this disadvantaged the accused and/or the victim. The SMTs are expected to be knowledgeable of the use of the suspension system and to adapt it, via their COC and suspension system for their schools. The data chapters will show SMTs experiencing challenges here.

Section 10: Corporal Punishment

According to Section 10 of the Schools Act, corporal punishment is banned in all South African schools. This makes it a criminal offence for anyone in the schooling system to use corporal punishment. This is reiterated in aspects of the PAM document (Personnel Administrative Measures). When the Act came into play it was contested in many sectors. One famous case was the: Constitutional court of South Africa: Case CCT 4/00 Christian Education South Africa Appellant versus Minister of Education Respondent (RSA, 2000b). The appeal was “The appellant”, a voluntary association, an umbrella body of 196 independent Christian schools in South Africa with a total of approximately 14 500 pupils. This famous cases of the Christians Schools case against the state resulted in the courts finally re-enforcing the verdict that for any reason and in any school the use of corporal punishment is illegal and unconstitutional. The study shows various issues around CP, the main being that it is still used as form of disciplining learners.

Section 12: The Representative Council of Learners (RCL)

Section 12 of the Schools Act, states that a representative body of learners (RCL) must be created in schools with grade 8 and above. This body is the only legitimate body to represent the learners. The RCL represents the learners at school and assists the SMT in managing the school. It has legal power in governance as it has equal voting rights in the seat of governance, the SGB. The creation of this learner organ within the school by national law has made a resounding statement that the learner must be given a say in school governance and

thus the rights of the child can be monitored by those concerned directly, the child him/herself. With the above legislation focusing on protecting the child and hence the learner, I now focus on aspects, trends and thinking on school discipline such as corporal punishment and safe schools.

Section 20: Control of School's Property

Section 20 places the obligation on Governing Bodies to promote the best interest of the school and to administer and control the school's properties, buildings, and grounds. Joubert et al., (2007) critiques this finding that while this is the case, there is nevertheless no specific reference to providing a safe school environment. An integral part of the role of the SMT in discipline is control and it comes with firstly maintaining safe school where all learners are protected especially from indisciplined, violent learners. The study will show a limited attempt at this even though the law is clear on it.

2.4.3 A comparison with some aspects of the United Kingdom education discipline policy

‘Behaviour and discipline in schools: Advice for head teachers and school staff’ is of interest to find that the 2013 online “conduct for pupils” of the site of the UK government makes it clear that some aspects of discipline policy are more clearly spelled out and is better than that of the South African education department (Government of UK, 2013). For example sections 15-19 of the above document illustrates this:

Section 15: A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. **Section 16:** The head-teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. **Section 17:** Corporal punishment is illegal in all circumstances. **Section 18:** Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should

consider whether a multi-agency assessment is necessary. The United Kingdom education site is very precise for example the case of religious tolerance is in section 15, while volunteer 'teachers' are catered for in section 16 and section 17 talks of monitoring repeat offenders and their 'unmet educational needs'. The South African educational policies on discipline lack clear guidance like this and the thesis will show that the SMT has is not empowered with such knowledge and fail to adapt the provisions of the Schools Act for better discipline.

2.4.4 Some Steps relating to School Safety and Discipline

A review of regulations and policy on school safety and discipline is essential to show the extreme concern showed by the state. This also stems from the need to move to a more humane approach of discipline. This in turn stems from the state's desire to move away from the harsh period of the apartheid rule where there was little evidence of human rights, respect for human dignity and fair play.

2.4.4.1 Regulations and policies on discipline

Joubert et al., (2007) states that publications such as: *Alternatives to Corporal Punishment* (Department of Education, 2000a), *Signposts for Safe Schools* (South African Police Service and Department of Education, 2002) and *Code for Professional Ethics* (South African Council for Educators, 2002) attempt to address the issue of providing a safe and disciplined school environment. There also exists, the *School safety framework* (RSA, 2012) and *Amendments to safety measures* (RSA, 2006a), *Towards effective Management: discipline, safety and security* (Department of Education, 2003).

2.4.4.2 Levels of misbehaviour

A review of the official levels of misbehaviour indicates that firstly, the DoE acknowledges a wide array of known school indiscipline behaviours and secondly by implication acknowledges the serious cases of school indiscipline present today. The first DoE document "Handbook to Alternatives to CP", lists five levels of school misbehaviours (while the second lists four levels) and is used as a generic (Department of Education 2000a). The various levels of indiscipline are listed. Level One: reporting late to class, absconding class, failing to do homework, does not respond to reasonable instructions, being dishonest with minor consequences. On the other extreme is level-five which is of a criminal nature or similar. Level Five: lists: repetition of level four acts, assault, use of a dangerous weapon, sexual harassment, sexual abuse and rape, robbery, major theft, breaking and entering into locked

premises, murder - all warrant suspension leading to expulsion. These levels thus indicate that indiscipline has increased to very serious levels as such serious indiscipline cases were not listed in the distant past. As a criticism to the state while it acknowledges the serious indiscipline cases it does not offer any assistance in dealing with them in the form of policy, direct counselling, or special sanctions. This study shows dissatisfaction from different sectors towards the state arising from this point.

2.4.4.3 Aspects of Australian school discipline policy compared

Literature shows that there is negotiated discipline policy in Australia. The Australian education policy on discipline is very similar to that of South Africa but the Australian one gives authority to the principal unlike in South Africa. A review of the official sites of the South Australian education department informs us on the following.

Each school in Australia develops a learner '*behaviour code*' in partnership with its community and will manage student behaviour in a partnership between students, their families and school staff. Schools are part of the communities in which they operate, and have a responsibility to work collaboratively at a local level. In order to develop collaborative partnerships: Firstly, schools develop decision-making policies which encourage inclusive participation of the school community. Secondly, schools are expected to consult their communities and give them the opportunity to be involved in developing the code of behaviour and to be involved in implementing and reviewing it. Thirdly, students, families, school staff and services will work together to negotiate student development plans to support student learning and behaviour change and manage seriously or persistently irresponsible behaviour (Government of South Australia, 2007a). What is clear the intention of governments in present day aiming to get all stakeholders in discipline on board with being party to developing policies and procedures with regard to discipline. This agrees with the revived process of democratisation that is sweeping the world. The same is evident in the USA and many European states.

The South African learner discipline sanction is similar to that of Australia in terms of suspensions that is, one to five days, depending on the severity of the indiscipline. However the South Africa suspension has vague guidelines on what must be done while on suspension the Australian is comprehensive and rehabilitative. The official Australian site states:

At the conference [referring to the 'hearing'] a student development plan is agreed. The plan must address the issues resulting in the suspension and set behavioural and learning goals. The plan details: the behavioural and learning goals the student needs to achieve; the support they will need to achieve those goals; how progress will be monitored; what will happen if the situation doesn't improve; the responsibilities of the school, the student and the parents. If the conference cannot be held during the suspension period the student is expected to: return to school at the end of the suspension period, and work on a modified timetable until the conference is held. (Government of South Australia, 2007b, p. 60).

The expulsion system in Australia seems more effective as it is left to the discretion of the principal and has a varied period of expulsion ranging from 4 to 10 weeks, a term or a semester, depending on the age and severity of the indiscipline. A developmental plan is instituted to assist the youth towards rehabilitation (Government of South Australia, 2007b). This seems to be a more effective system as it gives varied levels of sanctions and offers the principal authority which in turn would help offer more authority to the educator in the class. In the South African system the maximum sanction of suspension is one week without any forced, planned and monitored rehabilitative process.

2.5 Incidence of School indiscipline Internationally and Nationally

The incidence of indiscipline among learners internationally and nationally has increased and this is evident through research. The seriousness of indiscipline cases has also increased as shown by the increased number of committees and forums on school indiscipline and press journalist investigations on this issue indicates the seriousness of school discipline. As mentioned in the past there were fewer incidents of serious indiscipline and general indiscipline of a lesser intensity which was held in check by the use of CP and other methods that came with the use of teacher or administration authority.

2.5.1 Finding from International studies of School indiscipline tendencies

Indiscipline at schools has risen internationally. At the extreme form of indiscipline is school-violence. This can range from shoving to violent fist fights and even fights with the use of weapons. Debarbieux (2003), the Director of 'The International Observatory on Violence in Schools' states that in recent years, violence in schools has become a major preoccupation the world-over. Munn et al., (2007) state that media report of violence in British school has prompted renewed interest on methods to curb this.

According to Smith (2006), from the University of London, due to the seriousness of indiscipline in schools “the ‘CONNECT UK-001’ project was initiated. Then the Global School-based Student Health Survey (GSHS, 2013) [which incorporates the G-YRBS, Global Youth Risk Behaviour Survey] informs that in the USA, 24.7% of students had been in a physical fight one-or-more times during the 12 months before the survey was conducted; among the 34.0% of currently sexually active students nationwide 22.4% had drunk alcohol or used drugs before last sexual intercourse (U.S. Department of Health and Human Services, 2014). Additionally on a nationwide scale, 19.6% of students were bullied on school property during the 12 months before the survey. In Canada, the Canadian Observatory on School Violence Prevention (COSVP) was founded at the 2nd World Conference on school violence, held in Quebec in 2003 which shows the tendency internationally.

Freire and Amado (2010) carried out a study in Portugal and found an increase in severity and frequency of indiscipline at Portuguese schools. Congruently, in Swaziland the Global School-based Student Health Survey (2013) indicates that percentage of students who were in a physical fight one or more times during the past 12 months was 18.9% and those who were bullied on one or more days in the last 30 days of the survey was 31.8% (of the 13-17 age group). A study in Thailand shows that, 33.2% of students were physically assaulted one or more times during the past 12 months. Overall, 33.3% of students were in a physical fight one or more times during the past 12 months. Some 24.7% of students were in a physical fight on school premises one or more times during the past 12 months. Overall, 27.8% of students were bullied on one or more days during the past 30 days. Thus the trend is an increase, in school indiscipline and, in the severity of the discipline incidents. The implication of these studies indicates that there is a high level of indiscipline internationally and also high level dealing with this.

2.5.2 South African incidence of School indiscipline

Indiscipline has increased in South African schools too (Msani, 2007; Netshithame and Van Vollenhoven, 2002; Ofoyuru and Too-Okema, 2011) and the discipline challenge has come to the fore in the post- 1996 period (Joubert et al., 2009; Mohapi, 2008; Roussouw, 2003; Singh, 2008). According to Burton (2008b), 15.3% of all pupils (learners) between Grades 3 and 12 have experienced violence in some form while attending school. The second South African National Youth Risk Behaviour (2008, p. 87) reports that, while one in five school-going learners smoke cigarettes, “one third of the learners reported using alcohol in the 30 days

preceding the survey. A substantial percentage of learners reported having used illegal drugs, like dagga, mandrax or heroin and “a substantial percentage of learners' access and use substances and drugs on school property”. Clearly, there is an unacceptable prevalence of violence in various forms ranging from the more subtle to overt, and learners turn to gang formation to get protection (Burton, 2008, p. 86). The report states in terms of, “Violence as intentional and unintentional injuries” [that] 15% of learners reported carrying weapons and 36% reported having been bullied in the past month, 19% belonged to gangs during the past six months and 10% had ever been forced to have sex on school property, 9% of learners reported carrying weapons and 27% felt unsafe during the past month, while 16% were threatened or injured by someone with a weapon and 21% were involved in physical fights during the past six months. Naydene de Lange and Mart-Mari Geldenhuys’ (2013, p. 52) study found that their findings “mostly concur with the literature, indicating that schools are still unsafe spaces, with girls and women bearing the brunt of the violence often at the hands of men and boys”.

The Annual Performance Plan (2012-2013) strategic planning section notes that the “the education system is also plagued by learner-related challenges around learner well-being, exacerbated by poverty and social deprivation; ill-discipline and youth criminality; and, reproductive health-related problems, such as teenage pregnancy” (Department of Education, p.10, 2013b). This campaign asked schools to encourage learners to take a pledge taking responsibilities with the freedom achieved with democracy. Hence, the problem is noted and the investigation of the role of the SMT in addressing learner discipline is clear as they are the administrators in charge of the plant.

2.5.3 What literature tells us about learner discipline?

The literature points to the increase of indiscipline and severity of indiscipline and that teachers and SMTs use CP as to sanction indiscipline. Some either still use it or firmly believe it is more effective. The banning of CP has correlated with an increase in indiscipline. The world has spoken on treating children in a humane manner and with human dignity as noted above (refers to international conventions on the child). The present South African government aims to distance itself from the harsh methods of torture and lack of human rights of the apartheid period s noted in its legislations and policies. Thus, there is a clear indication that there is a need for more humane methods of dealing with indiscipline and a need for the building of capacity in teachers and SMTs.

The literature on school discipline as per the research studies has focused in various aspects. Most of the national studies focused on aspects around the theme of corporal punishment or issues around it. This thus seems to say this theme was viewed by South African students of education as of greater concern than others. Some of the core areas of school discipline were as follows.

Firstly, there is a belief that school success and discipline are linked where good discipline fosters a climate for school success (Blanford, 1998; Masitsa, 2008; Zulu, 2008). Secondly, discipline at schools has worsened in the recent decades across the world in general and in South Africa (Kollapan, 2006; Msani, 2006; Joubert et al., 2007; Oosthuizen, et al., 2003; Du Plessis, 2008; Bechuke and Debeila, 2012; Louw, 2013).

Thirdly, there has been an outcry from the educators, and general public on the increased frequency of ill-discipline especially post-1996, that is, with the banning of corporal punishment (Van Wyk, 2001; Msani, 2006; Naong, 2007; Maphosa and Shumba, 2010; Bechuke and Debeila, 2012).

Fourthly, the use of corporal punishment, though banned is still used in schools (Morrell, 2001a, Mdabe, 2005, Narain, 2007) especially in historically African township and rural schools and the view is that it helps in maintaining discipline (Masitsa, 2008; Mohapi, 2008; Msani, 2007; Maphosa & Shumba, 2010). Moloi (2007) states that Mukoma (2003), Pienaar (2006), and Porteus, Vally and Ruth (2001b) claim that the 'burning issue' is the abolition of corporal punishment with no effective alternative measures provided to ensure classroom discipline. There is an argument that the "Alternatives to Corporal Punishment" as DOE workbooks and workshops have been inefficient.

Fifthly, a "values development" stand is regarded as most important to developing discipline (Masitsa, 2007; De Klerk and Rens, 2003). Studies have centred on various issues such as the issues of the newer cultural integration in the post apartheid period (Savitri, 1997), the issues of corporal punishment (Gershoff, 2010; Maree & Cherian, 2004; Mkhize, 1999; Nsani, 2007), the nature of misdemeanour of learners (Rajack, 2001), those that focus on the child and teacher (Marzano & Pickering, 2003), those that focus on legislation and policy (Joubert, et al., 2004, 2007), those that focus on race (Skiba et al., 2012) and those that focused on the socio-economic class (Jensen, 2009; Skiba et al., 1997, 2000a, 2000b; Burgess, 1995).

This brings in the dimension of copying without the use of corporal punishment and the new task of leaders to lead educators in need for 'alternatives to corporal punishment'. As Morrell (2001a, p. 292) says "corporal punishment has effectively disappeared from middle-class, formerly white schools, but is still relatively common in township schools. Reasons for the persistent and illegal use of corporal punishment include the absence of alternatives, the legacy of authoritarian education practices and the belief that corporal punishment is necessary for orderly education to take place". De Klerk and Rens (2002, p. 358) argue that the problem in South Africa is not that we have a new dispensations based on The 'New' Constitution (RSA, 1996 a), but rather there is a problem with understanding how the concepts are often applied. They conclude that it is not clear if people have respect and responsibility that comes with the rights of The (New) Constitution. Reasons forwarded by authors and researchers are diverse. Some, like Moloi, (2007) states that most of the struggle facing the democratic South Africa was to overcome the legacy of apartheid and segregationist social and education policies. Moloi (2007) cites Johnson who states that the segregation policies marginalised the 'blacks' leading to lasting effect on both educational and social infrastructure and these included ineffective leadership and management in many of South African public schools "especially those in historically black areas" (Moloi, 2007, p. 464).

2.6 Corporal punishment (CP)

The International Charters expounding on the safety and protection of the child and have prompted governments around the world to ban the use of corporal punishment in schools and at homes. This trend emerged with the rise of and expansion of human rights movements and focus on the rights of the child as mentioned earlier. A focus on both international and local studies followed by a critique on the pros and cons of corporal punishment as a means of maintaining school discipline is discussed below.

Corporal Punishment Internationally

In the recent decade's corporal punishment has been banned in nearly all of Europe, and in Japan, Canada, South Africa, New Zealand and other countries. In the USA, 21 states allow some form of corporal punishment while 29 have banned it. Some countries banned corporal punishment early in the 20th century like the Netherlands in 1920 while New Jersey; USA banned it as early as 1867. Chiang (2009, p. 106) found that though corporal punishment was banned in Taiwan in 2006 it was still used on learners in the junior high school to a limited extent.

Also on an international front according to the Nigerian study of Idu and Ojedapo (2011) the abolition of corporal punishment in schools was perceived by students as a contributory factor to increased indiscipline. They found that there was fairly good discipline until and after the Nigerian civil war in 1970. This seems to link to the situation in South Africa where it is noted that the increase in indiscipline in schools and the social uproar on the issue came at a turning point in history with the change in government from an apartheid, restrictive and controlling ethos to a democratic one.

Corporal Punishment (CP) Nationally

In the past management and at times teachers managed to control indiscipline with the use of CP and the authority it brought them. This changed with the coming of democracy. A review of issues on CP in South Africa will show how intricate the issue of CP is as many teachers believe its banning has left them without authority and this has led to learner defiance and increased indiscipline. Many teachers still apply CP and those who do not however still believe it is more effective than the provision alternatives to CP. The dawn of democracy brought the onset of laws and policy on human rights and the major one being the banning of CP in schools. Payet and Franchi (2008, p. 159) point out that “this abolition is taken as a symbol of the political break with the former apartheid system, which lauded authoritarian educational practices...” This being said the use of CP is still practised for various reasons as noted above.

Though it has been banned, corporal punishment is still used as a disciplinary measure in South African schools as reported in various studies (Khewu, 2012; Luggya, 2004; Mdabe, 2005; Mohapi, 2008; Morrell, 2001a; Msani, 2007; Msomi, 2000; Narain, 2007; Payet, & Franchi, 2008; Serakwane, 2008; Smit, 2001; Smit, 2010; Subbiah, 2004; Vally et al., 2002). John (2013) states that “Gita Dennen, department head of Childline's community awareness and prevention programme in Gauteng, said her team visited 76 Gauteng schools and addressed 49000 pupils last year and, ‘in almost every school, the children reported that corporal punishment was still happening’”. These are the reports from newspaper investigations, which are collaborated by research studies. Khewu's (2012) PhD study found that measures to instil discipline, even though they were said to be based on alternatives to corporal punishment, placed heavy emphasis on inflicting pain and relied on extrinsic control. Luggya (2004) found in a study in rural Eastern Cape that corporal punishment was accepted

as a norm by all stakeholders, principal, educators, and learners. Mkhize's (1999) study of rural schools noted that it is still in use and noted that two of the reasons are both learners generally accept it as a form of discipline and that it is being used at home. Ndlovu's (2005, p. ii) study in rural school found that with the related removal of CP the teachers reported an increase in indiscipline among male learners (in punctuality, graffiti, vandalism and even lowered academic performance) and teachers attribute this to the learners viewing them as personnel without authority. Morrell (2001a, p. 292) observes that corporal punishment persists because parents use it at home and support its use in school. This approach could, however, lead to the extreme emphasis of the punitive nature of discipline while neglecting the (pedagogical) growth aspect thereof. Various authors and researchers commonly agree found that the challenge persists as the parents especially of African cultural homes accept and use CP at home (Cherian, 2008; Luggya, 2004; Mdabe, 2005; Mkhize, 2008; Morrell, 2001b and Msani, 2007).

I aimed to investigate the stories around the issues of corporal punishment while studying the three different types of schools and to see if after 21 years of democracy in South Africa corporal punishment still plays itself out as other theorist and researchers have found. If still used is it reducing indiscipline and increasing general academic growth.

Alternatives to Corporal Punishment (ATCP)

The view regarding the lack of training by the DoE was confirmed by the study of Davidowitz (2009) on “alternative to corporal punishment” when he stated that there was a significant discrepancy between the educators' perceptions of the discipline policy and whether they felt it could be successfully implemented in their schools. Ngidi (2007) study found that the DoE had to develop further the Alternatives to Corporal Punishment (ATCP) initiative of the state as teachers were not using them effectively. Mahposa and Shumba (2010) identified alternatives that did not assist the educators but it frustrated them. On the other end, parents themselves in (Black) African homes do not see value in the alternatives to corporal punishment (Ibid, 2010; Zulu, 2008). Sello's (2009, p. 35) study revealed that “school managers and educators struggle vainly in their attempt to maintain discipline without the rod and cane in the school environment. They find themselves in positions of not knowing what to do with ill-disciplined learners. This lack of training of teachers coupled with disfavour of the ‘alternatives’ on the home front by some communities would make disciplining learners at schools today a challenge.

Maphosa and Shumba's (2010, p. 387) study on the “educators' disciplinary capabilities after the banning of corporal punishment found that “educators generally felt disempowered in their ability to institute discipline at schools in the absence of corporal punishment... Educators revealed that learners do not fear or respect educators because they know that nothing will happen to them”. Naong (2007) found that amongst the many reasons for low morale cited by the teachers, the lack of discipline was clearly the most prevalent and common concern and generally it seemed to be attributed to the abolition of CP. When stopped from using CP, Msani (2007) found some teachers instead of using the prescribed alternative forms had replaced corporal punishment with methods of humiliation, sarcasm and neglect.

Masitsa's study (2008) included a survey conducted among teachers in the Free State and noted the escalation of learner misbehaviour after the abolition of corporal punishment. On the limited use of CP come some suggestions. Strauss's (2006, p. 62) study revealed that many learners feel that if CP was administered cautiously, and only for minor offences, it has merit. However, they also pointed out that it was open to abuse and for this reason they would not support its reintroduction [legally]. Similarly Oosthuisen (2003) writes of the use of a mix of preventative and punitive discipline. The role of the school managers and leaders on the alternatives to CP per se is lacking in research studies.

Ineffectiveness of Corporal Punishment (CP)

Corporal punishment is ineffective yet there are extreme cases of CP at school which often leads to emotionally scared and physically injured children. This makes the capacitation of the SMT in the use of ATCP in managing discipline urgent. In Ixopo, for example, a female teacher knocked together the heads of two boys, which resulted in the death of one of the seven-year old boys (The Teacher, 2003). In another incident in 2004 in Hammarsdale, a seventeen year old boy died after being beaten by a school principal for late coming (The Teacher, 2004).

Parker-Jenkins (1999, p. xiii) says that“ ‘sparing the rod' does not mean ‘spoiling the child' but instead encourages young people to have a healthy respect for their rights and those of others in society”. Various authors and researchers have explained that the use of CP is only effective in the short term if at all (often to quieten a class) but does not change behaviour for the long term and it does not develop self-discipline (Cotton, 2001; Lappert, 2012; Msani,

2007; Narain, 2007; Van der Westhuizen and Maree, 2009). Thus its function for 'real discipline' is limited. Gershoff's meta-analysis of 62 years of data collected found that:

“First, corporal punishment is no better than other methods of discipline at gaining immediate or long-term child compliance. Second, corporal punishment is not predictive of any intended positive outcomes for children and, in contrast, is significantly predictive of a range of negative, unintended consequences, with the demonstrated risk for physical injury being the most concerning. On balance, the risk for harm from corporal punishment far outweighs any short-term good” (Gershoff, 2002, p. 51).

On the other hand, Baumrind, Larzelere, & Cowan (2002, p. ii) criticize the study stating research error and say thus no causal inference can be made of the harmful effects of corporal punishment and a 'blanket injunction against spanking is unjustified'. The study reveals that of the 11 associations of corporal punishment and children's behaviour only one was positive that is, compliance. Gershoff (2010) analysis of various studies found that CP assists in compliance but no more effective than 'time-out' (Gershoff, 2010, p. 37) and “corporal punishment is not better than other discipline methods at promoting long-term compliance or moral internalization...and in fact may be worse by decreasing these positive behaviours ...” (Gershoff 2010, p. 38). Then, with regard to long term effects literature shows that:

“In a longitudinal studies found corporal punishment over the course of childhood continue to predict increases in children's aggressive or antisocial behaviour even controlling for factors as social-demographic characteristics such as race, gender, or family socioeconomic status.” (Gershoff, 2010, p. 39-40).

Cotton (2001) presents various researchers summations that report that the results of corporal punishment are unpredictable; even when it is successful at inhibiting inappropriate behaviour, corporal punishment still doesn't foster appropriate behaviour. Corporal punishment is sometimes unintentionally reinforcing, since it brings attention from adults and peers. Corporal punishment often creates resentment and hostility, making good working relationships harder to create in the future. Corporal punishment is also related to undesirable outcomes, such as increased vandalism and dropping out.

2.7 Discussing Selected Types of Indiscipline

A summarised look at some types of indiscipline is presented to show the trend in indiscipline at schools. The old school boys' fights have become more violent with weapons

and technology. It has brought in discipline concerns related to misuse of electronic devices such as smart phones and personal computers with internet facility.

2.7.1 Fighting and violence

The incidence of school violence is well documented internationally and nationally. Internationally concerns of the increase in incidence and severity of school violence has prompted many actions to aggregate their academic and other resources to find solutions to this scourge. One such grouping is International Observatory on Violence in School who pool resources on school violence from various countries. Canadian Observatory on School Violence Prevention (COSVP) is another in question. Closer home De Wet's (2006) study revealed that school violence was rife in some schools in Lesotho and she states, that 41.54% of the learners and 8.83% of the educators apparently carry weapons to school at least once a month.

Pahad (2011) cites various studies that agree that school violence is a serious challenge in South Africa. This is confirmed by various researchers and writers (Burton, 2008; 2008b, Burton and Mutongwizo, 2009; De Wet, 2007; Van der Westhuizen & Maree, 2009). Van der Westhuizen & Maree, (2009, p. 43) explain at length the crisis of school violence in South African schools citing statistics, confirmed reports and state that while the DoE states it is aware of the crisis and is working on it the DoE has not got comprehensive data. Westhuizen & Maree, (2009) find that the vast majority of the learners and teachers need counselling and the DoE should act on this as very few psychologists assist such persons in need. Westhuizen & Maree, (2009, p. 43) conclude by stating that their “findings correlate positively with the views expressed by Kollapen (2006), Naser (2006), Prinsloo (2005) and Prinsloo and Naser (2007a)”. Violence in society at large seems to impact educationally and psychologically significantly on the situation in our schools in a number of ways.

Burton (2008b) reported CJCP's National School Violence Study involved 12,794 learners from primary and secondary schools, 264 school principals and 521 educators. The study shows that that 15.3% of children at primary and secondary schools have experienced some form of violence while at school, most commonly threats of violence, assaults and robbery. The experiences of the learners is confirmed by principals, more than four fifths of whom reported incidents of physical violence perpetrated by learners on fellow learners in their school in the preceding year. This translates into approximately 1 821 054 school learners throughout the country (RSA, 2013).

The extent of violence in some inner city schools is greater than in suburban schools, where it occurs mainly outside the school grounds. Violence in a number of inner city schools is more prevalent among girls than among boys and often involves the use of weapons, such as scissors. Learners sometimes regard violence as the only way to resolve issues and often model it on what they learn at home in this regard". Van der Westhuizen and Maree (2009, p. 57).

Then a study of school violence cannot leave untouched the issues of gender-based violence. Naydene de Lange and Mart-Mari Geldenhuys' (2012, p. 52) study reports that their findings "mostly concur with the literature, indicating that schools are still unsafe spaces, with girls and women bearing the brunt of the violence often at the hands of men and boys".

2.7.2 Bullying

Childline, SA (2010) and Bullying Statistics.org (2013) show that bullying is on the increase at all ages in school. De Wet (2005, p. 6) quotes Olweus (1994, p. 9), who he regards as the leading figure in research on bullying worldwide, defines bullying as follows: "[A] student is being bullied or victimised when he or she is exposed, repeatedly and over time, to negative action on the part of one or more students". Olweus explains the term '*negative action*' as follows: "[A] negative action is when someone intentionally inflicts, or attempts to inflict injury or discomfort upon another". Such negative action may be verbal, for instance threatening, teasing, ridiculing or swearing at someone. It can also be physical contact when someone is, for example, beaten, knocked, kicked and punched. It is also possible to bully someone without using words or physical contact – by pulling faces, by making offensive signs or by simply ignoring someone intentionally. Moore et al., (2008, p. 7), who reported for the PLAN committee (noted above) reported that throughout the OECD, bullying in all its forms is increasingly considered to be a serious problem by practitioners, policymakers and academics. Moore et al., (2008, p. 8) report children are often bullied based on helplessness that stems from being considered dissimilar in some way – because they are, for example, from a minority ethnic, religious or linguistic group; gay, lesbian, bisexual or transgendered; physically, mentally or learning disabled; ill; or obese. Moore et al., (2008) present the bullies – victims statistics as follows: Netherlands: 4% - 9% , England: 4%, - 10%, US: 8%, - 9%, Germany: 9%, -10%, Norway: 8%, - 12%, Canada: 9%, - 18%, Japan: 17%, - 14%, Australia: 7%, - 25% (among younger children); 3%, 14% (among older children). OFSTED of the UK (2015) reports that one in four (25%) were bullied in school and one in five (20%) were bullied outside school in the UK.

Bullying was initially seen as that what boys do to boys and it was part of the growing up process. De Wet (2005) states that according to the literature study it appears as if victimised learners are unwilling to confide in their educators and this may be ascribed to the fact that some of the learners believe that educators are either unwilling to act, or that their actions are inappropriate and may therefore aggravate the situation. De Wet's (2005, p. 54) study in the Free States found that the principals were unwilling to assist in alleviating bullying and the boys were also unwilling to "break the code of silence". Mollo's (2009) study recommends a robust and legal anti-bullying policy in schools. The state has provided various information generating articles on the prevention and coping with bullying (Department of Education, 2012b). These are some of the challenges in the schools studied too.

2.7.3 Cyber bullying

The extreme use of ICT-information and communication technologies has hit South Africa as it has the world and the users of smart phones have access to cheap forms of communication and social networking. These items are being used at schools to cyber bully victims and it has led to serious consequences for both the victims and perpetrators (Burton & Mutongwizo, 2009). Smith (2001) reports on the study of researcher, Zulu whose study involved 3 371 Gauteng pupils in Grades 8 to 12 and found that just over half of most bullying comes in SMSs, and the victims of gossip and rumours accounts for about 49 percent of bullying; while other cyber incidences include exposure to sexual remarks, and unflattering and suggestive personal photographs spread online. The bullied victim may turn inward and hurt themselves with the extreme form being suicide. Others may react outwards and violently attack bullies when pushed too far as one incident reported noted a victim attacked his bully with a broken bottle in the height of anger (Smith, 2001). Cyber bullying has hit South Africa. The use of social networks through the SMS, Mxit, BBM, Whats App and facebook systems have taken on the South African schools with nasty pictures and comments being posted on such sites to bully fellow learners and even torment educators. In response to the upsurge in cyber-bullying the KZN Education Department has published two documents on bullying and cyber-bullying to assist schools and parents in the new violent crime (Department of Education, 2012b). As with bullying, the key component that carries across is the recurring nature of the act of intentional harassment or aggression. This type of bullying has surfaced in the research sample.

2.8 Possible Factors Contributing to Indiscipline

International and national studies have pointed to similar causes or factors contributing to increased indiscipline. Often psychologists and sociologists talk of various contributory factors that range from the individual psyche to the societal factors. Since the research study is on learner discipline this phenomenon cannot just appear from nowhere and therefore a limited scope of the contributory factors is discussed here. School leaders who are placed in positions of official structure have a duty to firstly know some of the factors or links that influence discipline and it is their duty to manage and lead the school in a manner that builds good discipline and accept the rewards such as good grades that come with this. Also teacher leaders who are professionals in the field of education must also lead with the assistance of knowledge of discipline. For this study, I intend not to go into an in-depth analysis of the links to indiscipline but to provide a base of understanding into areas and aspect that correlate to or influence discipline.

There are various ways in categorising possible causes for indiscipline. Some authors like Krug et al's., (2008) categorisations focus on levels of societal structures, others like Blandford (1998) consider factors that affect school children and the teaching-learning process and thus the behaviour of learners. Many authors develop '*spheres of causation*' and concerning the 'causes', many focus on aspects related to students' idiosyncrasies, their social and family context, external influences of social, economic, cultural, generational nature, those related to the personality and professionalism of the teacher, and those associated with school as an organisation or the educational system as a whole. Nthebe (2006) states that "the empirical research found that there indeed were discipline problems in secondary schools as a result of inter alia, parental involvement or lack thereof". Blandford (1998) suggests that that a range of factors influence pupil behaviour including academic balance, approach of the curriculum; reward and punishment system; environment; pupil responsibilities, teacher modelling; classroom management; whole-school management; support systems; communication systems; home-school relationship. She believes that managers need to consider each of the above in relation to their own school. She believes that it is important for a structure to exist at the school that is, known to both the pupils and teachers and that knowing this the teachers can concentrate on teaching rather than on discipline.

When seeking the link, factors, 'causes' of indiscipline the World Health Organisation (WHO) report on Violence opt for an ecological model seeking links at different strata that

surround and affects the child. Although there was a focus on violence, it can apply to seeking links with general learner indiscipline as school violence is school indiscipline at its height. Its causes are complex and occur at different levels. To represent this complexity, the report uses an ecological model with four levels. The first level identifies biological and personal factors that influence how individuals behave. The second level focuses on close relationships, such as those with family and friends. The third level explores the community context—that is, schools, workplaces, and neighbourhoods. Finally, the fourth level looks at the broad societal factors that help to create a climate in which violence is encouraged or inhibited.

The data analysis section below will indicate that most of the above considerations were articulated by educators in the study. They may have echoed it at varying degrees and articulated them without labels but most of the above factors were forwarded.

2.8.1 The Environment-micro and macro- as Underlying Causes

The politics and the socio-economic status of a country at the macro level and the immediate community of the school at the micro level can influence schooling and in-turn discipline therein. 'Plan' works in 17 of the Organisation of Economic Co-operation Development (OECD) countries in Europe, Australasia and North America. Moore et al., (2008) summarise a number of interlinking causes of violence as are identified in the literature that resound with those highlighted in developing countries. (Plan Limited is a wholly-owned subsidiary of Plan International, Inc. [a not-for-profit corporation registered in New York State, USA.]) These include pervasive patriarchal relations and behavioural patterns, manifested in gender discrimination in schools; violence in the home which then spills over into the school environment; and a lack of school participation in decision-making. In addition, Harper et al., (2005) states issues that are not widely addressed in other regions include overcrowded schools with inadequate adult supervision and support; schools located in neighbourhoods characterised by high levels of violence; and societal patterns of discrimination against ethnic and sexual minority children as well as children who are '*differently-abled*'.

The question of hegemony and world views affects disempowered children (refugee children, lower socio-economic class, second language speakers to the dominant language, etc). As other scholars have noted, when the dominant culture's assumptions remain unchallenged intellectually, minority students often find ways to challenge them emotionally or behaviourally. As McEwan (2013) explains that disempowered people resist their

domination. This is interesting to the South African landscape as few countries can claim to have recently overcome the worst experience of hegemony as that which apartheid imprinted in the minds of African people. Some components of academics claim to stay-away from using the term '*post apartheid*' claiming South Africa has moved on and that apartheid is in the distant past but the vestiges of apartheid remain.

Then the question of 'Medium of Instruction' (MoI) at schools arises and the complications it brings in multi-culturally integrating South Africa. Presently the public schools in South Africa have the final exit national examination at grade 12, the National Senior Certificate exams in the medium of English and Afrikaans, yet the MoI in schools may be as per the regional languages. This in South Africa is a challenge as there are 11 official languages. Naidoo's (2012) study found that parents of learners with IsiZulu (regional language of Zulu speaking people in the KwaZulu-Natal province) as their home language influences their children's school choice. "These parents chose English as the MoI for their children because it was perceived that an English medium education would empower their children and prepare them to be competitive internationally, that is, fit into the global village. Their mother-tongue was not regarded by these parents as a tool for upward mobility in the global arena" (Naidoo, 2012, p. 155). This further adds challenges to such children and parents often need to provide "support and counselling for feelings of stress, culture shock, stigma and negative feelings for being put at a disadvantage" (Ibid, p. 186). This may result in the child losing self-esteem and this may lead to various forms of indiscipline. The hegemony that the English speaking learners have over the second language English speakers may affect the way they behave in their class when feelings of inadequacy and inferiority emerge. This may flow onto the general school environment.

2.8.2 The Teachers themselves (classroom management, personality, capacity, teaching skill)

The role of the teacher is one the three main components in the school and the teacher's state of being will affect everything done including learner discipline. The Elton Report (1998) concludes that the central problem of disruption could be notably reduced by helping teachers to become more effective classroom managers...and sees the roles of initial and in-service training as crucial to this process (Elton, 1998). Durrant (2010) states that some teachers have particular challenges that makes their work more difficult. They might have experienced trauma; work in conflict situations, disaster areas or refugee camps; be socially isolated or

depressed; or have fragile mental health. In such situations, teachers can feel frustrated, powerless or even desperate. All these affect the manner teachers discipline learners.

Ncube's (2011, p. 16) found that “there were notable negative and positive correlations between school attachment and verbal violence; for example there was a positive correlation between teachers making learners hate school and learner-involvement in swearing”. Idu and Ojedapo's (2011) report that teachers' attitude [to their learners] is a contributing factor to indiscipline among secondary school students. They also agreed that teachers ignore student's problems and complaints whether academic or otherwise. This prepares ground for indiscipline to the students. Khewu (2012) suggests that principals' roles in instilling discipline were focused mainly on reactive administrative and management functions rather than on giving leadership designed to inspire alternative ways of behaving. Nthebe (2006) found that ineffective educators' teaching approaches and conduct towards learners also affected learner discipline.

HIV /AIDS affects the teachers in their functioning as efficient teachers and hence developers of good discipline. As Louw et al., (2009, p. 60) state “the results show that HIV is highly prevalent among South African public educators (12.7%) and the educators who are absent from school for longer periods (20 days or more) compared with those who are absent for less than four days have higher HIV prevalence (16.8% vs 11.95%). Educators also spend time away from teaching while they attend funerals for colleagues who have died (6.7%), for family members (13.4%) and for members of their communities (47.6%). This makes them feel depressed (71%). These results suggest that HIV/AIDS has an impact on the quality of education”. Since the SMT are also teachers this thus affects teacher and SMT management of discipline.

Blandford (2013) states that teachers should have a high self-esteem as if this is not the case they cannot develop the same in their learners and a learner with low self-esteem is prone to misbehaviour. Blandford (2013) quotes the Elton Report that noted that there were no simple or complete remedies as discipline is a complex issue. They recognise the importance of clearly stated boundaries of acceptable behaviour and of teachers responding promptly and firmly to learners who transgress those boundaries. They speak to developing effective classroom management developed in initial training and in in-service training aimed at relating to teaching teachers in motivating and managing learners and on methods of dealing

with those challenging authority (Elton, 1989, p. 12). Mokhele (2006, p. 158) study concluded that “teachers are uncertain about how to relate to the learners and still maintain discipline in the classroom; but findings suggest that “teachers who are successful in managing misbehaviour in the classrooms maintain good relations with the learners (Mokhele, 2006, p. 158). Such teachers encourage mutual respect and dignity in the classrooms. Hence the role of the teacher is pivotal in the school discipline scene.

2.8.3 The School itself (physical attributes/school and class size)

Harber, (2004) states that schools that operated as authoritarian institutions where learners’ “rights, needs and feelings were neglected or suppressed and where educators or learners were prevented from acting independently or challenging dominant beliefs were merely seen as perpetuating the school violence problem” (cited in, Pahad, 2011, p. 35). The importance of the school ethos is explained in Harber's (1997, p. 8) study which concludes that schools that consciously educate for democracy through providing experience of democratic skills, values and behaviours in the classroom and the school as a whole contribute more to a culture of non-violence than schools that reproduce authoritarianism. Then the Elton Report (1989, p. 12) states that the lack of teachers and teacher disturbance due to Union action is a contributing factor to discipline- more stability within the school will help school discipline. Hence the state must create frameworks for teacher and state communication to reduce union disturbances. Similarly, I observed as a teacher, in South Africa the union action encouraging “go-slows” and “teach to rule” actions such as in 2013, have caused disturbances and added to learner misbehaviour.

The Elton Report also noted that the most effective schools are those that have a created a positive atmosphere based on a sense of community and shared values. School strategy should ensure that the schools' code of conduct and values represented in its curricula support one another; promote the highest possible degree of consensus about standards of behaviour among staff, pupils and parents; provide clear direction to all three groups about these standards and their practical functioning; and encourage staff to recognise and commend good behaviour as well as dealing with bad behaviour. Punishment should be distinct and consistent (Elton, 1998, p. 12-13). This study embraced the view that the use of positive discipline strategies which are echoed in the above report promote good discipline.

The US National Centre for Educational Statistics -2011 notes that schools with a thousand or higher learner population had twice the number of cases of student racial and ethnic tension

than school with five hundred or less population (NCES, 2011). In South Africa, Nthebe (2006) found that the larger the class size the greater the frequency of misbehaviour; while the poorer the school in providing resources the more the indiscipline. Resources may be material such more sporting facilities or human resources e.g. more personnel to reduce the teacher-learner ratio which in South Africa now stands at 1: 35 at a theoretical level but at a ratio of 1:40 plus at lower grades at a practical level. His study also found the shortage and or lack of facilities for extra curricula activities especially in the light of disparities between, in this case, township and rural schools and lack of learner assistance programmes such as peer mediation and counselling also a contributing factor to indiscipline. It also found that there was also a negative correlation between school buildings making learners proud and schools [and homes] being to blame for the frequency of verbal violence in the schools. Similar findings by Preble and Gordon (2011) were expressed stating that the neatness of the school correlated with the behaviour of learners.

Idu and Ojedapo's (2011) study also revealed that government activities are contributing factors to indiscipline amongst secondary school students. One such is the non-provision of facilities required to make learning environment conducive to students which in turn contributes to indiscipline. Idu and Ojedapo (2011) also found that ill equipped laboratories, large and crowded classes are a contributing factor to indiscipline in schools. Thus the government's indifferent attitude to provision of materials subtly contributes to indiscipline among secondary school students.

2.8.4 The Children themselves and their Psyche: EBD, ADHD, ADD

While it is known that the individuals psyche itself can be and is the cause of indiscipline in many cases this study does not purport to deny this nor expound on it. Individuals' behaviour is often conditioned to their personality and various life experiences. While children with mental challenges due to syndromes such as EBD, ADHD, ADD are at higher risk for misbehaviour it is the environment that added to the latent factors within the children as the findings of the Nigerian study of Idu and Ojedapo (2011, p. 734) state that, "it is believed that indiscipline of students is as a result of parental influence, teachers' attitude, government activities and peer-group influence. Therefore, to curb indiscipline among the students, attention must be given to" the above. There are some cases that warrant special help as Durrant (2010) identifies some children having particular challenges and if a student's behaviour is of particular concern, the teacher should seek the advice of a specialist as early as possible. Some concerns that are not typical for their age may include: learning disabilities,

autism, attention deficit disorder, FASD (foetal alcohol spectrum disorders), developmental delays, brain damage, trauma, grief, mental health issues. The ideal is for the school to make early detection and seek assistance from relevant authorities. This study proposes a WSD (whole school Discipline) policy which would cater for the special indisciplined learners.

2.8.5 Vulnerable children: HIV/AIDS, neglected, abused

It is a 'sociological known' that children who are 'vulnerable children', emotionally affected by being neglected or abused are prone to more discipline problems. This is commonplace in South Africa with one of the world's highest incidence of HIV/AIDS infected and affected children. The Medical Research Council estimates that 1.85 million children under 15 would have lost their parents to AIDS by 2015 (Bradshaw et al., 2002, p. 2). The total number of orphans has increased by 19% since 2002, with 560,000 more orphaned children in 2012 than in 2002 (Hall, 2014). The incidence of children who are parentless due to the AIDS pandemic is extreme in South Africa. In 2012 the statistics pointed to 6.4 million South Africans living with HIV/AIDS (HSRC, 2014). According to Van Laren (2011, p. 333) statistics published by AVERT (2010) estimated that by 2009 more than 5.5 million South Africans were living with HIV & AIDS, with approximately 250,000 South Africans dying in 2008 due to AIDS related diseases. These deaths have contributed to creating between 1.5 and three million AIDS orphans (people aged under 18 years who have lost one or both parents to AIDS) in South Africa. Large numbers of learners who are affected by HIV & AIDS often suffer physically, emotionally and economically.

While the majority of children in the long term overcome the affective nature of HIV/AIDS "a significant minority do and these children experience not one, but multiple problems, which frequently endure over time in the absence of support and opportunities for recovery. They find that children affected by HIV have been shown to be at increased risk of exposure to violence, including abuse. As a result, they are highly likely to suffer numerous and enduring impacts. (Stein, 2014, et al., p, 264).

A smaller proportion of children, especially those who suffer multiple or enduring adversity without protective assets, will suffer impairments and these in turn are likely to diminish or disturb their cognitive, emotional and social capacities for the rest of their lives says Stein et al., (2014, p. 266) . Hence as Lappert (2012) concludes that educational psychologists recommend that educators place learners, in cases of them suffering from emotional problems, child abuse, sexual abuse, HIV/AIDS, or alcohol and drug abuse, in an intensive process of counselling, with them being referred to experts in the fields of reference.

2.8.6 Socio-economic status, Home upbringing and School-violence

A greater prevalence exists with lower SES (socio-economic status) and challenges to school issues including authority and discipline (Debarbieux, 2003; Hochschild, 2003; Marsh, 2009). Debarbieux (2003) states that the link between school violence and the sociology of social exclusion was evident. Studies suggest that there exist a lack of administrative knowledge of the problem and these hints to the role of school leaders and parental influence constituted a contributing factor to indiscipline among secondary school students (Idu and Ojedapo, 2011) and in learners in general (Government of UK, 2009, Jensen, 2009b). The finding also agreed with the remark of Coombs-Richardson and Tolson (2005), who state that the difference associated with different home background influences one's life which in turn influences one's behaviour. Lupton (2004) found in some cases the problem was seen to arise from the structures of family and society, which failed to provide children with any constant set of rules. Children were perceived to have a lot of freedom and unsupervised leisure. Some only had one parent at home or alternated between different step-families and grandparents who had different behavioural expectations. As a result, they found it hard to adjust to the disciplined environment of school. Then, Burnett (1998) concluded in her article after an anthropological study on violence that poverty in itself provided the breeding-ground for violence at home and in the school. Children were caught up in a vicious circle of pro- and reactive violence and socialized to accept violence as an instrument of empowerment. Ncontsa and Shumba's (2013) study found that learners reported that violence in their communities was widespread with over 72 (91%) of the respondents reported that violence in their communities contributed to school violence.

Moore et al., (2008, p. 6) report that many factors distinguishing schools with a high number of violent incidents from those with few violent incidents: "school level (secondary schools more likely to experience violent incidents), enrolment size (larger schools), urbanicity (city schools), higher crime rate in area, higher number of classroom changes, higher number of serious discipline problems, and higher number of school-wide disruptions". They contend that, the survey's results were in no way applicable only to the US but can also be applied to the other OECD countries, if not globally. Ncube's (2011, p. ii) South African study also found that "there were also notable correlations between attachment to family and verbal violence such as the correlation between the frustration by parents' lack of concern and learners' involvement in verbal violence without any clear reason. With regard to physical violence there was a negative correlation between parents having time to discuss life with

their children and the frequency of physical violence in the schools”. The case for the role of the socio-economic status on learner behaviour and thus discipline is evident.

2.8.7 Peer group influence and Gangsterism

Nthebe (2006) stated that peer group pressure created a situation where learners copy the misbehaviour of others so as to belong. Ibu and Ojedapo's (2011) study found peer-group influence is a contributing factor to indiscipline amongst the students. This relates more to the adolescent stage where most of the respondents belong.

As a conclusion to the section on possible causes, one can look at the various sources of indiscipline and attribute it to the child, the teacher, what the teacher or school leaders do among other things. School violence can be seen as the height of learner indiscipline and Ncontsa and Shumba's (2013, p. 12) South African study in summary “revealed the following as causes of school violence: violence or crime in the community; indiscipline; intolerance; easy access to school premises; unemployment; poverty; lack of recreational facilities; and overcrowding”. They say various studies available on the causes of school violence support the above findings (Munn, et al., 2007; Pahad, 2011; Prinsloo, 2005; Van Jaarsveld, 2008). As a researcher I take the stand that while the socio-economic influence is known, the role of the school leaders are of paramount importance in developing school discipline against such odd. This shows itself in how school leaders engage in planning, creating, or implementing whole school discipline strategies or when they are strategising in capacitating teachers in classroom management. Resilient schools in low SES areas (townships) have survived by good leadership (Fleisch & Christie, 2004, Bhengu and Mthembu, 2014).

2.9 Strategies in Maintaining and Developing Good Discipline and in Curbing Indiscipline

The study of Mbithi wa Kivilu and Muchiri Wandai (2006, p. 9) investigated changing attitudes to disciplining learners aged 16 and over (over the 2003-2006 period). Their sample comprised of 4 980 respondents in 2003; 5 583 in 2004; 2 850 in 2005 and 2 904 in 2006 and found the frequency of using different techniques were as: reasoning and discussion (91%), giving additional learning task (81%), corporal punishment and keeping learners after school (51%) and physical labour like sweeping (33%). Their data was derived from the SASAS (South African Social Attitudes Survey) and hold relevant to South Africa.

Measures to curb indiscipline ('discipline measures') naturally should emanate from national and provincial policy, followed by regional and school policy which is in keeping to the former. When analysing the discipline measures one can categorise them in various ways. The older and highly criticised are the reactive and punitive measures. These entail the reaction to misbehaving learners. The proactive measures are the ones that set policies and structures in place that are ongoing throughout the academic year and in some cases as may need a three year plan to be fully unfolded. These aim to prevent discipline problems, develop good whole school discipline and positive discipline that encourage self-discipline.

When one seeks to find solutions to discipline problems one must decide where the challenge is- is it in the class room, the school grounds or is one considering the whole school? The issues of in-discipline in the class room focus on classroom management and the focus here points to the role of the teacher more than the school managers and leaders. Nevertheless what the school leaders do affects the entire school and the learners' classroom behaviour as well albeit the teacher in the classroom is the main protagonist. The whole school discipline (WSD) is definitely a must and a vital role of the school leaders and managers. Osher et al., (2009) have explained three approaches to improving school discipline practices and student behaviour: ecological approaches to classroom management; school-wide positive behavioural supports (SWPBS); and social and emotional learning. Their article examines the three and suggests ways to combine approaches. As an overview various authors have cited the works of Porteus et al., (2001b) who have summarised some of the things that can and should be done at school to enhance discipline and they are: Maintaining clear and consistent rules; Using positive reinforcements; Consistent consequences; Daily Reports; Modelling of good behaviour; Focusing on learning barriers and social challenges; Using and developing 'democratic discipline' that is, increased participation, involvement and indecision making process.

Some authors debate the level of freedom of children in a classroom; and Msani, (2007, p. 28) deduces that "in fact a democratic approach to classroom discipline emphasizes a shared responsibility in thinking; decision making; and implementation of classroom discipline". The intention here is that 'shared' implies all parties get involved and this implies that the children in the class will accept the consequences to misbehaviour as this is accepted by all.

2.9.1 Intrinsic and extrinsic motivation influence on discipline

At the core to directing or guiding behaviour is the idea of getting children to do things that they personally believe is important and of value to them. Zounhia et al., (2003, p. 291) study

in 29 Greek secondary schools, found that teachers who tried to strengthen the task orientation of pupils and help them adopt more self-determined reasons for behaving appropriately will have more orderly classes. Intrinsic motivation occurs when people are totally self-determined and engaged in an activity solely for the pleasure derived from doing it (self-determined behaviour). Extrinsic motivation occurs when people feel less self-determined (controlled behaviour- at times fear of some external punishment or sanction). The finding that the pupils want their teachers to emphasise the teaching strategies (intrinsic) that help them acquire responsibility in their behaviour was also confirmed. They conclude by stating that the results of this study have practical value because they reveal to teachers that by promoting intrinsic motivation and self-determination in their pupils' behaviour they may succeed in increasing pupils' school performance (Zounhia et al., 2003, p. 299). This study has implications for leaders who have a responsibility to develop teachers into teaching methods that develop intrinsic motivation and self-determination in their subjects. Thus Heads of Departments (HODs) at schools merely monitoring syllabi and curriculum is not all; they have to go into techniques in developing good behaviour.

2.9.2 Inconsistent strategies and ineffective strategies

Rika Joubert, et al., (2009) study found the value of one consistent discipline policy for the classroom in each school. The study revealed that schools utilizing one discipline system as the main strategy in the classroom have some consistency compared to schools that don't and as such educators use different strategies depending on their experience and discretion. Strauss (2006) revealed that learners believed that inconsistency in discipline was a point of concern. The same is found by various practitioners and authors (Du Preez and Roux, 2010; Harper et al., 2005 and Masitsa, 2008). The idea of a single discipline system is of value but some believe that variations within the single system should account for the democratic principle of learner input when class-rules and negotiated sanctions are developed (see positive discipline ideals in Theoretical Framework chapter).

On the other hand when talking of consistency Joubert et al., (2009, p. 131) found that some educators used discipline strategies repeatedly that they themselves were not convinced would be or were effective. This consistency is of no academic value. They also state that what was disturbing was that some educators refrained from using other forms of punishment but used harsh abusive verbal expressions that were emotionally destructive.

2.9.3 Understanding Individual differences

While the teacher in the South African classroom is often overwhelmed with the various challenges including large number of learners per class it is important to see each child as an individual. Durrant's (2010, p. 138) whole school positive manual was a response to the 2006 World Report on Violence against Children, a global study of violence against children carried out by the United Nations. She speaks of various factors to consider when disciplining children. She states that while all children go through the same stages of development, children are not all alike. Each child goes through the stages within different environments and with different personalities, talents and abilities". She summarizes some of the factors that affect the individual child and they are: differences in home environments, cultural differences, physical differences, differences in talents and interests, temperamental differences, information processing differences and learning challenges. A summary is presented here but the theory is expounded in Chapter Four on the theoretical framework.

2.9.4 'Curriculum matters'

A curriculum that is stimulating, challenging and involves learners will encourage them to behave well and learn more effectively (Elton, 1989; Harper, 2005). The three main aspects in the discipline sphere are usually the teacher, learner and the curriculum. Learners tend to get mischievous in the class subject that they are forced to be in for whatever the reason- be it a filler subject or subject coerced on to learners by parents. Bickmore (2011) goes to a further extent where she makes a clear case for the use of curriculum relevant to the issues of discipline. On the other hand curriculum may directly help learner by the content it provides. Major conflict resolution may be ended by developing curriculum that directs learners to conflict resolutions. She states that this helps not only in relation to simple disputes, but also in relation to complex instances of social exclusion or inclusion and (in) equality (Bickmore, 2011, p. 14). In South Africa the Life Orientation subject for all learners is geared to assisting learners towards good up-righteous behaviour. Sadly subjects are centrally controlled up to Grade Ten when learners are allowed to choose three core subjects. Wrong choices here may lead to discipline challenges in subjects which learners are forced to take because of set subject sets at a school.

2.9.5 Special Teachers' Assistance and Outreach Programme in UK and International Management of Discipline

Blanford (1998) discusses some 'discipline measures' implemented in the UK and its effectiveness. The EBD support-teachers were created to assist the teachers with children with special needs. Firstly, in 1995 the EBD support teachers with the Bristol Mediation

Schools Project piloted a peer mediation team aiming to enable children to deal positively with conflict and to solve problems without violence and intimidation. Training in communication skills, raising self-esteem, learning effective listening skills, cooperation and how to express ones feelings appropriately. Feedback of mediation was positive in the pilot schools with raised self-esteem and confidence in learners. Hence the EBD support and mediators worked together.

Success of the Out Reach Programme was extremely good where the head teacher in one of the schools noted that the number of exclusions had dropped from fifty to three in one case. Closer home in South Africa is the Boys' and Girls' Town programme which plays a similar but not same role in providing pastoral care at after school hours to children who are placed in this social 'home from home' scenario. The offering of INSET to schools by special Project Workers is of great assistance. Some of the roles and responsibilities that could be taken on in schools may include: relationship building with learners, direct teaching of social skills, support in academic work, offering counselling, working with other groups to allow the class teacher time with learners for specific needs, teaching playground skills, developing clubs, etc, liaising with parents about home/school plans, etc.

The UK government has published in 2014 a procedure and policy on how to discipline in school and this has cleared many misconceptions. It has also empowered the teacher to search learners and to use "reasonable force" (Ofsted, 2015, p. 7). The Ofsted in the UK has a management system of discipline where the inspectors of the state visit the schools especially those in need and report on learner behaviour. They may even do unannounced school visits where the inspector evaluates learners' behaviour, the management of behaviour, and the culture of the school by observing learners' behaviour in and outside class, interview of learners, scrutinising documents and discussing with school leaders and staff. A report of the inspection is published on the government website and monitoring letters which state the level of discipline and provide recommendations to improve discipline. Such a system is lacking in South Africa and if implemented it will lead to improved discipline in schools of need.

2.9.6 Children as a Resource (Peer mediation and others)

Peer mediation developed in the USA, Australia, and New Zealand and then spread to the UK. Blanford (1998) believes it can be defined as when trained and selected learners are encouraged and given space by teachers and other staff to mediate the less difficult inter-

learner conflict. Children can play a valuable role as mediators, peer counsellors and peer educators to address conflict between children in the school (Harper, 2005). In this way, they contribute their skills toward the creation of a violence-free environment, and relieve pressure from teachers. They are at a level which will at time help in developing rapport because children may find it easier to talk to an understanding peer. Learners may view fellow learners as being more empathetic than adults. It extends self-esteem and confidence in learners. The process of peer mediation may be as follows: when two learners in conflict are invited by learner mediators to withdraw from the scene of conflict to a private and safe space and, after confidentially exploring facts, feelings and opinions, come up with joint solutions which both parties are willing to implement. Harper (2005, p. 94) says mediators' are "not arbitrators or advise givers but non-judgemental caretakers of the process and recorders of the confidential written agreement". Also by taking personal responsibility and by allowing the learners to think carefully about ways to deal with conflict, learners will learn that the solution to conflict need not be violent. Harris (2006) reported that the peer mediation helped the resolution process and almost all disputants in his study believed that they learned skills as a result of their participation in mediation sessions. Even more remarkable, close to 90% reported that they had used their new skills effectively in other conflict situations since experiencing the mediation. This is a skill and method that could help in South African schools especially with the present cosmopolitan nature of schools.

2.9.7 Some Methods to prevent Indiscipline presented by Oosthuizen and Wolhuter and others (2003)

a. Security Measures

Security is needed in South African schools as De Wet (2003) reported that 73% of learners felt unsafe at school entrances, 69, 44% felt unsafe in school cloakrooms, 79, 86 % on the school premises. In this regard the USA's National Centre for Education Statistics found that schools took measures such as employing full time guards, restricted access or using metal detectors to help security. Oosthuizen and Wolhuter recommend the same for South African schools.

b. Zero tolerance

The concept of ZT (zero-tolerance) refers to the idea of the school administration not taking any infringement on the school code of conduct by learners lightly and dealing with such learners immediately and to the letter of the code. In the USA the concept was used in the policing of criminals and in certain precincts and states. Ackerman's study on ZT found that while "President Clinton's intention of instilling the idea that certain behaviours not be

tolerated from an administrative standpoint it seemed effective and was a clear theme in responses. However, the importance of this symbolic message in deterring or decreasing student misbehaviour was not evident. In fact, “no participants indicated a belief that ZT non-discretion sends a powerful message to students that certain behaviours will not be tolerated which in turn influenced their behaviour” (Ackerman, 2003, p. 87-88). She found the teachers had extreme internal ambiguity over the term and while some adhered very militaristically others ‘*tacitly*’ rejected it. Mackey (2010) states that “there is a lack of empirical evidence to support the claim that zero-tolerance policies decrease violent incidents in schools or improve school safety. The message behind the policies clearly indicates that violence in schools is not tolerable under any circumstances; however there is no correlation between the message and the outcomes from policy implementation (Mackey, 2010, p. i).

This was articulated by Robbins (2005) also and focused on how it negatively affected the African Americans in the USA. Grubbs (2008) found that the use of ZT came at the expense of the loss of student expression, limiting instructional opportunities and even discrimination against learners from different backgrounds. The American Psychiatric Association ZT Task Force (2008) conclude on ZT stating “The accumulated evidence points to a clear need for change in how zero tolerance policies are applied and toward the need for a set of alternative practices. These alternatives rely upon a more flexible and commonsense application of school discipline and on a set of prevention practices...” (Reynolds, 2008, p. 870). It is this and other factors that prompted me to the Positive Discipline stance in school discipline.

c. Aesthetic Considerations

The Elton Commission of investigation into school discipline found that when learners were provided a pleasant environment they respected it and if they contributed to it and they treated it as their own. This sense of learners participating in the ownership of the school played an important part in the way learners behave. This has implications for indiscipline regarding vandalism and graffiti (Elton Report, 1989, p. 13). This was also found in the South African study of Nthebe (2006) and supported by Preble and Gordon (2011).

d. Organisational arrangements

The organisation of learner movement, timetabling and supervision help reduce indiscipline. For example the movement of learners in-between periods needs to be managed with a movement time so all learners begin each period timeously. Circulation in-between periods that is, movement from one class to the next must be managed so as not to create bottlenecks.

In the township school studied the able principal changed the school set up to learner-based rooms to reduce indiscipline that took place during change of periods.

e. Anti-bullying programmes

Protogerou and Flisher (2009, p. 123) reported that their study of international reviews of anti-bullying school-based interventions (by referring to researchers like e.g., Crothers & Kolbert, 2008; Rigby, 2004; Smith & Ananiadou, 2003; Smith, Schneider, Smith & Ananiadou, 2004; Vreeman & Carroll, 2007) “revealed five types of interventions: curriculum, multi-disciplinary or ‘whole-school’, social skills training, mentoring, and social worker support”. Curriculum or classroom interventions include anti-bullying lessons, presentations, discussions, written curriculum and media usage. Specific curricula with WSD programme can be used to prevent or reduce bullying in the classroom by improving student attitudes, changing group norms, teaching adaptive social skills and increasing self-efficacy.

f. The notion of ‘positive discipline’

Positive discipline according to Westhuizen and Wolhuter (2003) is depicted as methods of discipline that do not damage, but rather build the learner's self-esteem. Not only does positive discipline affect this, but it also allows learners to feel valued as individual people. Children are treated with respect and taught discipline in a humane manner. It also encourages learners to participate and to cooperate. Positive discipline gradually enables learners to learn the various skills involved in assuming responsibility for what happens to them and helps them to take the initiative, relate successfully to others and solve problems. Ultimately, it promotes the development of self-discipline. This policy is the one choice of the DoE as the documents and websites on discipline uphold the theme of positive discipline such as ‘Alternatives to Corporal Punishment’ (Department of Education, 2000) and ‘Anti-Bullying’ (RSA, 2012). This ideal of positive discipline is the basis of the theoretical framework of the study and is discussed at length in the Chapter Four, under Theoretical Frameworks. The Adlerian positive discipline stance with theorists within his fold and the stance of Jane Nelsen are highlighted below. This is capped with a focus on whole school positive discipline and Durrant's (2010) model is explained to build a framework for the study.

2.9.8 Summary to strategies to prevent indiscipline

The importance of prevention and teaching of good behaviour cannot be over emphasised. Bechuke and Debeila (2012, p. 254) concludes that existing disciplinary strategies in schools are geared towards stopping unwanted challenging behaviours and learners' misconduct but little or nothing is done to modify challenging learners' behaviours in schools. As such, the

realisation of Section 8(1) of Schools Act (DoE, 1996) which intimates that discipline must be maintained in schools so that the culture of teaching and learning should run smoothly without any disruptive behaviour is hampered. They boldly conclude that “this is why discipline problems are on the rise in schools today”. Parker–Jenkins (1999, p. 98) offers six ‘guiding principles on school discipline’, stating that a policy on discipline should be formulated in such a way that is: It must be immediate, effective, consistent, lawful, justice based and accountable ". She goes on to say that school discipline should be a management issue for and within the school as a whole- using a holistic model with all stakeholders involved. Sanctions must be seen as firm but in a democratic system with clarity and consistency.

2.10 Models and Theories of Discipline- approaching the learner and relevance to present South Africa

I will discuss discipline theories as it affects the micro relationship of learners and teachers first and expand on whole school discipline (WSD) later. The issues of focus (positive discipline and WSD) will be expanded on in my theoretical framework chapter later.

Many authors define ‘classroom management’ as the framework of controlling a classroom while others see it as types of discipline programmes. Some of these theories focus on the educator while others focus on the learner. Educators remedies are grouped into two categories namely, one labelled as reactive and the other proactive. The former is based on how the educator reacts to the poor discipline and proactive is one on how the educator is prepared for discipline and acts in set ways. Reactive remedies are not progressives as they are often inconsistent relying on the spot remedies after the fact (Morris, 1996, p. 7). Reactive teachers resort to a mixture of reactions, most varying from day to day, from student-to-student, and from circumstance to circumstance. Most of the literature proposes the proactive stance as it is discipline that is necessary for forethought, anticipation and preparation and consistency with regard to both teacher behaviour and consequence to learners' misbehaviour. Eight models have been created and written on from the proactive mould (Morris, 1996). There are common theories on discipline with a few newer ones which will be discussed below. Other postulated models are also noted.

The Models based on the Positive Discipline

The models on the above thinking focusing on that of the ‘Adlerian approach’ of Alfred Adler, Dreikurs, and Glasser form the thinking that is used as theoretical framework for discipline and is focused on in that chapter.

2.10.1 The Neo Skinnerian Model (Reinforcement model)

This is based on the psychologist, B F Skinner and other who follow his basic tenets. This is based on the fact that the use of reinforcement by the educators will influence the learners' behaviour. Reinforcement can be a positive or a negative reinforcement. Both cause behaviour to be repeated. A positive reinforcement may be a gold star for good behaviour- this makes the learners repeat the behaviour. A negative reinforcement focuses on the negative to strengthen behaviour and involves taking away an undesirable stimulus such as escaping cleaning your room. Both strengthen behaviour. Punishment suppresses behaviour and hence is different to negative reinforcement. The educator must learn to use this reinforcement on an intermittent schedule. There are three basic points that is, firstly specify rules clearly, secondly, ignore disruptive behaviour, and praise children for following the set rules.

2.10.2 The Redl and Wattenberg (Group dynamics model)

Fritz Redl and William Wattenberg focused on working with learners in a group. Learners act differently in groups than when alone. Each class has its leaders and clown. Teachers must learn how one learner may trigger off a class disturbance and work to understand and be prepared for this. One example may be the use of the educators "pet" to destabilise the class. The educator must be aware of the different learners' psychological roles. Educators must also understand the role and images that learners envisage them fulfilling, and for them to be consistent with the role they assume. Influence techniques force the teacher to establish an understanding of the discipline situation and choose appropriate methods for handling the problem so that positive behaviour is encouraged.

2.10.3 Kounin Model (Lesson-management model)

Jacob Kounin's discipline model focuses on effective lesson management. His approach examines a teacher's presentation of a lesson and its effect on students' behaviour. Kounin draws a correlations between the way in which teachers issue 'desists' (remarks intended to stop misbehaviour) and the impact of these desists on everyone in the class. He finds that a "ripple effect" is produced. Kounin says the "teacher who is interested in controlling ripple effects can generally do so best by giving clear instructions to the child rather than by exerting pressure on him. However, some intensity or firmness is effective if the children who are watching are themselves inclined to "deviancy." (Kounin and Gump, 1958, p. 161). All students react to desists, not just the disruptive learner. Kounin's model emphasizes the use and effects of desists with the concepts of clarity, firmness, and roughness. Firmness and roughness do not impact the effectiveness of desists as much as the clarity.

2.10.4 The Ginott's Model (Communication model)

The central theme here is to keep the lines of communication open and strong between the educator and the learner even when the learners make a mistake. The open communication allows the learner to rectify the behaviour. The educator helps satisfy the deficiency needs of Maslow's hierarchy. Ginott's model advocates that the educator use “sane messages” which address the situation not the learners' character. The sane message can be used to solve the individual problem (not doing homework) or a class discipline problem (talking out of turn to a peer). The tone and sincerity of the educator is important. Punishment is discouraged while kindness and patience are encouraged (Morris, 1996).

2.10.5 Canter Model (Assertive Discipline model)

Lee Canter's model asks that the educators' expectations must be made clear and followed through with established consequences. The assertive educator must not have bias and treat all alike. He advocates setting clear rules and consequences (a behaviour plan), which better be known by parents. Canter asks that the educators ignore hearsay information and remove negative views of learners. Canter believes the educator must not only act assertively but speak assertively as well. When rules are broken the educator must not get emotional but follow through with the behaviour plan. Canter's model advocates the use of punishment e.g. time out, withdrawal of privileges, detention, parental contact, and referral to a senior educator/administrator. Punishment is used to suppress the undesirable behaviour.

2.10.6 The Jones Model (Classroom-management model)

Frederic Jones' model aims to maximise instructional time in the classroom. At the beginning of the year the class rules must be explained thoroughly. Efficient and effective discipline is aimed at. Hence disruptions do not take up time. Jones advocates educators combine body language (facial expression, gestures and eye contact) with an incentive system to control discipline problems. The model outlines a “backup” system to use if disruptive behaviour continues which includes step-by-step activities to follow as misbehaviour intensifies.

2.10.7 Values driven stance to discipline

The move away from physical forms of discipline has moved to non-physical and now to a values driven stance. The idea is to get the child thinking and growing into displaying responsible behaviour. So where does the child get these ideals? Someone has to develop this. In South Africa our schools are fairly new to a multicultural integrated society after the demise of apartheid that entrenched separate development. The legal enforcing of separate living and socialising areas have entrenched values that are hard to remove as parents and

grandparents are primary socialising agents who inadvertently pass values, norms and beliefs to the child. The way different cultural groups in South Africa view discipline are varied. Du Preez and Roux (2010, p. 24) advocated a shared value driven (multi-cultural) stand in discipline. They argue that the process of maintaining positive discipline is not one that can be solved either through the elevation of cultural values or human rights values. Various scholarly articles and papers on discipline recurrently highlight the strong relationship between maintaining discipline in classrooms and instilling certain values (Bickmore, 2011; De Klerk & Rens, 2003; Masitsa, 2008). Du Preez and Roux (2010, p. 14) argue that maintaining positive discipline in multicultural school environments partly relies on the infusion of human rights values that are neither solely universally nor singularly interpreted. They advocate a shared value system. Such an approach is highly supported as common ground has to be made before good understanding and rapport can be established. On the other side of the world studies by Jacobs (2003) and others speak to the importance of teachers not just teaching core virtues in a separate subject (for example in South Africa in the subject of Life Orientation) but from a holistic perspective weaving virtue awareness continually into all aspects of teaching and curriculum.

2.11 Summary

The literature on school discipline traversed a wide terrain which indicate: there is an increase of frequency and an increase of the severity of school indiscipline globally; the move to an international cry to protect children globally; the move away from corporal punishment; the move to more technologically-driven indiscipline while the old indiscipline continues; and a need for both a micro-level (classroom intervention) with whole school discipline structure for a more solid attempt at good school discipline. The democratisation of education has presented challenges for the school leaders in both leading in general and in leading and managing school discipline in particular. While policy asks for school safety, democracy in the discipline processes, and a ban on corporal punishment, the literature shows policy maintenance in the above is often not possible or policy is not followed. The reasons are either lack of knowledge and capacity to use ATCP, cultural challenges or lack of interest to change. The next chapter, literature on leadership will show how the leaders are challenged to fulfil their expected roles due to changed expectations of leaders and the various contextual challenges.

CHAPTER THREE

LITERATURE REVIEW ON LEADERSHIP AND MANAGEMENT RELATING TO SCHOOL DISCIPLINE

3.1 The Introduction to why a Literature Review and how it helps base the study

Chapter Two presented the literature on various aspects of discipline focusing on the school and learner discipline and how the SMT may approach discipline matters post 1996. This chapter is the second part of the literature review that focuses on school leadership and how it affects discipline. The study of the role of school leadership on learner discipline needs a review of literature on leadership and in particular educational/school leadership. The manner in which leaders managed discipline in the pre-democracy period was one using coercion and authority to get control. Often corporal punishment (CP) was the main theme in school discipline. With adherence to international conventions on the child and democracy, came a move to humane methods in disciplining. This with the changes to school management has led to a challenge for school leaders in the climate of increased indiscipline. This chapter builds on aspects of leadership and develops a coherent train of thought that concludes with research finding on leadership on discipline. Some aspects that will assist in shedding light on the study are focused on below:

- The importance of school leadership in present day South Africa.
- Some definitions firstly, to find what this ‘abstract thing’ called leadership is and how it differs from management if at all; and a review of other relevant concepts.
- A brief background of leadership trends.
- The democratisation of education and its effect on school leadership.
- Some policies affecting school leadership and teachers.
- A selection of theories and models that govern leadership and management.
- Literature finding on aspects such as – principal, SMT and teacher leadership.

The increase in school indiscipline post apartheid in South Africa is a cause for concern. This concern is aggravated because with democratisation of education was the expectation of better discipline and better school success, but this is not always the case. The acknowledged fact is that good leadership is responsible for school success and that includes good learner discipline (Hoadley et al., 2008b; De Lange & Mbanjwa, 2008; Legotlo et al., 2002; Van der Westhuizen et al., 2008). This study does not enter into the debate of “effective schools or

school success”. Jansen (1995) presents the pioneering studies of Coleman et al., 1966; Averch et al., 1972; Jencks et al., 1972, and notes their broad, generalised finding that learner background characteristics were far more powerful in determining student achievement than any school-level factors. While this may be the case it is sufficient to say that ‘schools matter’ and the school influence over a minimum of seven hours per day over 200 days a year over 12 years has some influence on the learner. Cele (2005, p. 228) found that the majority of educators in the two effective schools she studied attribute school effectiveness to only two main factors namely, ‘discipline and rehearsing the imparting of subject syllabus’. The expectation for all things to be solved in education with a wave of the wand of democracy throwing sparkles of stars named top literacy, excellent matric results, early childhood development (ECD), progressive youth culture and the like, on the firmament covering South Africa was short lived as the challenges in education dissolved the wand and rose the critics. As researcher, I focus on one of the challenges for school leaders: learner discipline. Since all things big or small rests on the shoulders of the school management i.e. the principal and SMT (made up of the Principal, deputies and Heads of Department) the crisis of school discipline and solutions too rests in the hands of the school leaders.

3.2 Importance of School Leadership in addressing Learner Discipline

Hoadley et al., (2009, p. 373) made a bold statement stating that the landscape of school management in South Africa has experienced “seismic shifts in the post apartheid period since 1994. A raft of new education policies, some directed towards dismantling apartheid practices and others towards building a new system, effectively reconfigured the work of school leadership and management”. While ‘the school’ struggles against the challenges that come from the national and provincial policies of education at provincial and national government levels, it has to deal with the daily administration and management of the school with the aims of fulfilling its national and institutional goals. When one talks of ‘the school’ one is actually referring to management and specifically school leaders. It is what the school leaders’ do that ultimately makes the school. The school ethos is that golden thread that winds the school up and places a neat bow on top creating an image of a much sought-after school. This school ethos is what leaders create, develop and offer to the public. If the thread is mat and grass, tattered and torn, the bow on top will never tie and such a school ethos is the one parents and learners shy away from. Such schools have an exodus of learners moving away from them. Leaders make the school. The drop of discipline generally leads to poor results and this leads to learner attrition which is evident in the township to urban migration

of learners in most areas of South Africa. As Neluvhola's (2007) study in Limpopo province findings indicated that learner migration besides being influenced by the parents' social and financial capacity for change is further influenced by factors such as a school's sound culture of teaching and learning on account of good principalship, dedicated educators, motivated learners and good discipline.

Botha and Makoelle (2012 p.88) found that when analysing factors for school success that the school management and leadership have a "profound bearing on school effectiveness; therefore, attempts should be made to improve and capacitate the management and leadership of the school at all levels, from the classroom to the office of the principal". The belief of 'apartheid education' as the cause for poor education today is fast fading- as one cannot blame apartheid indefinitely. The historically disadvantaged school (HDS) and historically advantaged schools (HAS) are terms coined to quickly rationalise why problems still exist in some areas and not others. While not negating the socioeconomic influence, leadership must now take responsibility as the educational policy is a common one and the human and material resources are levelled, so the differences are limited to who leads, who teaches and who is taught in these schools. Nevertheless Jansen and Taylor (2003, p 53-54) do believe that the education has made drastic changes post apartheid but criticise the government by saying that fiscal penetration has not "penetrated the daily functioning of schools so as to make a meaningful impact on the core concerns of equity, quality, and efficiency". This was reported again by Jansen (2012) where he criticised the government and leadership for its slow change in transforming the poor apartheid schools and spoke of the two school system where the poor schools have lack of textbooks, interruptions by unions, gangsters and activists.

School leadership is viewed to be of vital importance in school academic achievement. It is believed that the school ethos created by school leaders can make a school more conducive to attaining the aims expected of any school including attaining good discipline. The correlation between good school results and good school discipline is positive. Botha and Makoelle's (2012, p. 84) study revealed that management and leadership of curriculum and that of good discipline were hallmarks of successful schools. Moloi et al., (2010, p. 486) state that the matriculation pass rate in South Africa hovers around the 60% pass rate and, the historically black (African*) schools are ineffective while the historically white school are (still) effective. But, there is hope as the study found that among the 'black' schools there were

effective schools which confirmed that the success and effectiveness of these schools can be attributed to their adherence to authentic pedagogic dialogue, an indispensable feature of authentic pedagogy. Since this is the role of leadership, leadership role is crucial. (In this study for clarity the term African* refers to the native African group largely from the Nguni African group who at times were referred as 'Black' South Africans by the Black Consciousness Movement).

On the international front, Freire and Amado's (2009) study in Portugal state that "this ethos or school environment is linked to cumulative effects of a set of variables is translated into attitudes, values, behaviours and practices that become a distinctive mark of the school as a whole and is closely rooted in interpersonal relationships that are made between the various protagonists of a school, individually and collectively". The results of case studies already concluded offer some guidelines for research are likely to be: Firstly, a link between a cohesive school ethos and more adequate behaviours and attitudes in pupils. Secondly, a link between a proactive and preventive disciplinary environment, and less frequent occurrence of undisciplined behaviour. Thirdly, a link between inconsistent disciplinary action and / or disciplinary action based on punishment and control, on one hand and more frequent occurrence of undisciplined behaviour in pupils on the other hand (Freire & Amado, 2009).

Then in the United Kingdom, The Office for Standards in Education (Ofsted, 2003) compiled a report from inspectors: The report presents the findings about the nature of high-quality leadership and management in schools and their importance that Ofsted has drawn from evidence gathered from school inspections and surveys by Her Majesty's Inspectors (HMI). Some salient points are: There is a strong link between the quality of leadership and management of the head teacher (principal) and key staff in a school and the quality of teaching. Evidence shows that strong leadership and good management is important in bringing about improvement in schools, particularly in schools which are implementing special programmes to address low achievement and social inclusion, including those facing challenging circumstances (Ofsted, 2003, p. 3). In the UK the importance of good leadership for schools comes out with practical structures such as the National Leaders of Education (NLE), Local Leaders of Education (LLE), and National Leaders of Governance where expert school head teachers and chairpersons of governing bodies assist other schools (Government of UK, 2015).

Bush et al., (2011, p. 31) state that there is increasing recognition that effective leadership and management are vital if schools are to be successful in providing good learning opportunities for students. There is also emerging evidence that high quality leadership makes a significant difference to school improvement and learning outcomes. Huber (2004, p. 669) states that in most of the lists of key factors (or correlates) that emerged from school effectiveness research, “leadership” is shown to play an important part, so much so that the line of argument starting with the message “schools matter, schools do make a difference” may justifiably be continued to read as: “school leaders matter – they are educationally significant, school leaders do make a difference”. Huber (2004) claims that successful schools possess competent and sound school leadership. Leithwood et al., (2006, p. 4) show that “school leadership is second only to classroom teaching as an influence on pupil learning”. They both believe as Leithwood concludes that ‘there is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership’ (Leithwood et al., 2006, p. 5). There is also a significant body of South African literature supporting the view that effective leadership and management are essential to develop good schools (Bush et al., 2011; Christie, 2001; Department of Education, 1996; Government of UK, 2015; Roberts et al., 2006). The idea of ‘good schools’ entails schools with ‘good discipline’ among other things.

On the national South African education front, education reports and studies too have reported the importance of leadership in influencing the salient aspects of the school be it academic results or learner discipline. Minister of Basic Education, Angie Motshekga (2009), reported the importance of the role of leadership and management in the school. She also reported in the past on the dysfunctional schools and identified the following factors to have contributed to the reported underperformance of the schools: firstly, the lack of leadership by principals at schools demonstrated by the lack of management competences. Secondly, school management teams (SMTs) which do not understand their roles and responsibilities. Thirdly, the prevalence of teacher absenteeism, limited teaching and contact time and late coming, all of which compromise curriculum delivery. Fourthly, learners’ problems associated with absenteeism and truancy, drug and alcohol abuse, ill discipline, and teenage pregnancy and in places habitual late coming of learners to school. She said “in most instances schools stand and fall at the feet of its leadership”.

Also the chairman of the NCOP (National Council of Provinces) reported that many reasons are abound for the poor results (i.e. referring to the 2007 to 2009 matric results), but the big blame is being put on absenteeism, bad management; and lack of infrastructure at schools. He went on to state that in interacting with his constituency in Limpopo, several other issues believed to be contributing to the poor results and focused on lack of discipline among some teachers and learners and poor management of scholar transport. The literature from state points to both discipline and leadership as two key factors for school success, making this study relevant.

Ipinge (2003) noted that research in the UK (National Commission on Education 1996, p. 5) found that many individual schools in disadvantaged areas had succeeded in providing quality education to all learners irrespective of their capabilities and by pursuing particular policies and practices. She reports that the UK National Commission on Education (2003) shows that disadvantaged schools in the United Kingdom succeeded against the odds chiefly because of strong, effective, positive and focused leadership. Jensen's (2014) study of various countries and 'Turn Around School' found that the first important factor for school turnaround was efficient leadership that raises expectations. Similarly in South Africa, Christie (2001) identified disadvantaged schools that succeeded because they have strong management teamwork, exemplary principals and shared leadership. The same comes from Jansen's (2007) study showing the importance of transitional leadership for school success and change in South Africa.

What is evident is that leadership affects how schools perform, the discipline it maintains and the ethos it creates. The need for better discipline and better results is evident in South African schools and the outcry in post apartheid South Africa is why is this not happening especially since we have democracy, new policies and regulations and the playing fields are literally and figuratively levelled. So let us delve into other aspects of the school leadership scenario to unravel some truths; but first a clarification of some of the salient concepts.

3.3 Definitions of Educational Leadership, Educational Management, Teacher Leadership, Discipline and Learner discipline

3.3.1 Leadership and Educational leadership

The definition of leadership is varied and often is conditioned by the field one is in and one's world view. Thus business leadership, educational leadership, political leadership or youth

leadership would condition the definition and overall view of conceptualising leadership. The term ‘leadership’ means different things to different people. It is influenced by the ones’ pet paradigm, practical application and theoretical conceptualisations. Definitions of leadership vary in terms of emphasis on leader abilities, personality traits, influence relationships, cognitive versus emotional orientation, individual versus group orientation, and appeal to self versus collective interests. The definition of educational leadership semantically speaking is leadership in an educational setting directed at achieving educational goals. Definitions also vary in whether they are primarily descriptive or normative in nature as well as in their relative emphasis on behavioural styles.

Below are a variety of definitions which direct this study to a few common threads which tie up to what a leader should be and what leadership in general entails. A review of definitions is presented from the site of the Project Tomorrow (a national education group in California) on leadership at the “NetDay National Leadership Summit” (2010). This gives insight to how people differ subtly with what leadership is and it spins a thread through key issues of leadership:

Educational leadership is the continuous work of mobilizing people to believe and behave in regard to a shared vision that results in high achievement for every child. It is the ability to support people in doing inquiry about the results of their work honestly, without the fear of blame and judgment.
-- Dan Chernow, Executive Director, UCLA School of Management Program

Leadership is the ability to imagine the possibilities and make them happen. It is stepping forward and encouraging and coaching others to higher levels. It is listening, communicating, collaborating, and building a common focus. It is creating a magical organisation where everyone is valued and all talents are used to their fullest.
-- Kathy Klock, Program Officer, Education, Bill & Melinda Gates Foundation

Leithwood and Riehl (2003) in a brief of the Task Force on Developing research in Educational Leadership write the following on the definitions of educational leadership: At the core of most definitions are two functions: ‘providing direction and exercising influence’. Leaders mobilise and work with others to achieve shared goals. This has several implications: Firstly, leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In public education, the ends are increasingly centred

on student learning, including both the development of academic knowledge and skills and the learning of important values and dispositions. Secondly, leaders primarily work through and with other people. They also help to establish the conditions that enable others to be effective. Thus leadership effects on school goals are indirect as well as direct. Thirdly, leadership is a function more than a role. Although leadership is often invested in – or expected of – persons in positions of formal authority, leadership encompasses a set of functions that may be performed by many different persons in different roles throughout the school. [This brings in the concept of ‘teacher leaders’ discussed below].

Fullan (2001, p. 9) cites the leadership styles of Goleman and believes that four of the six have a significant impact on climate and performance. The six leadership styles are:

1. Coercive—the leader demands compliance. (“Do what I tell you.”)
2. Authoritative—the leader mobilizes people toward a vision. (Come with me.”)
3. Affiliative—the leader creates harmony and builds emotional bonds. (“People come first.”)
4. Democratic—the leader forges consensus through participation. (“What do you think?”)
5. Pacesetting—the leader sets high standards for performance. (“Do as I do, now.”)
6. Coaching—the leader develops people for the future. (“Try this.”)

He believes that ‘pacesetting’ and ‘coercive’ negatively affect climate and performance because people resist coercion and get overwhelmed with pacesetting. He says “leaders who have mastered these four - especially the authoritative, democratic, affiliative, and coaching styles have the best climate and business performance” (Fullan, 2001.p. 6).

Spillane (2015, p. 280) speaks of a ‘working definition of leadership and provides his, stating his working definition as leadership refers to “activities tied to the core work of an organisation that are designed to influence the motivation, knowledge, affect, or practice of organisational members” or those in that role. In summary Leithwood (2003) goes on to say that school leaders are those persons, occupying various roles in school that provide direction and exert influence in order to achieve the school’s goals. Formal leaders-those persons in formal positions of authority- are genuine leaders only to the extent that they fulfil these functions. Leadership functions can be carried out in different ways, depending on the individual leader, the context, and the nature of the goals being pursued. It is this definition

that the researcher holds and it will be demonstrated when the states (DoE) policies and intentions of promulgating participative or collegial leadership will be expanded on.

As a rider to the above Sergiovanni states that the western world in particular, tends to see leaders and leadership as a solution to all problems. This should not be the case as leadership should be about helping people to understand the problem they face and with helping people to get a handle on how to manage these problems. Leaders do this by making people to reach an acceptable accommodation in an imperfect world (Sergiovanni, 2001). Miles and Louis (1990) distinguish between leadership and management- stating that ‘management’ refers to organisational areas while ‘leadership’ refers to educational goals and to inspiring and motivating others. For them, ‘educational leadership’ includes administrative tasks like managing and distributing resources or planning and coordinating activities as well as tasks; the tasks concerning the leadership such as promoting a cooperative school culture in combination with a high degree of collegiality, developing perspective and promoting a shared vision, and stimulating creativity and initiatives from others. Huber (2004), states that Imants and Jong (1999) have another view; by not seeing ‘leadership’ on one hand and ‘management’ on the other, but as complementary ones. They see ‘school leadership’ as integrating management and leadership tasks. Gordon and Yukl (2004) state that “top level executives” in a large organisation often have considerable potential for improving organisational performance with the use of “indirect” forms of leadership. Indirect leadership can take many forms, including improvement programmes, management systems, structural forms, external arrangements (e.g., strategic alliances, joint ventures), and use of cultural forms (e.g., rituals, myths, ceremonies, symbols). In the similar vein, Huber (2004, p. 673) thus states that “this means that steering educational processes and performing management tasks coincide and overlap”. Therefore educational leadership means controlling the teachers’ educational actions and pupils learning processes. Consequently, “the central issue for a school leader is how to positively influence the teachers’ educational actions, and the learning activities of pupils” (Huber, 2004, p. 673). I return to this thinking when reviewing management and making further comparison of the two concepts.

3.3.2 Tony Bush’s and Michael Fullan’s thoughts on management and leadership

Bush (2006) believes that the concepts of management and leadership overlap with each other and with the related notion of administration. He adds that school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff,

student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration). Cuban (1988) provided one of the clearest distinctions between leadership and management. He links leadership with change while management is seen as a maintenance activity. Bush (2008, p. 273) defined as follows, leadership; he said is “influencing others’ actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals . . . Leadership takes much ingenuity, energy and skill”. He adds that managing on the other hand is maintaining efficiently and effectively current organisational arrangements. He states “While managing well often demonstrates leadership skills, the general function is toward maintenance rather than change. Neither is superior over the other; both are of importance for the task they perform” (Bush, 2008, p. 274).

Bush states that leadership may be seen as having three main characteristics: firstly, leadership as influence; secondly, leadership as values; and leadership and vision. In terms of leadership as influence: Bush speaks of ‘influence’ rather than ‘authority’, where the latter is linked to power and position the former is independent of positional authority and thus can be exercised by any one at school not only the principal. In terms of values, Bush states leaders are expected to ground their actions in clear personal and professional values (and this lends itself to moral leadership). The critique here is ‘whose values’? - As in the UK, Office for Standards in Education (Ofsted) tends to impose state values. In terms of vision; Bush says that “vision” has been regarded as an essential component of effective leadership for almost 20 years... though Fullan (2002) stated that vision of principals/ leaders who are blinded by their vision may manipulate teachers and the school culture into conforming to it. In current multicultural South Africa the question is deeper- whose values? Does a school principal from the city promoted to a township school impose his, the urban, his cultural or universal values? Are there universal values? My interpretivist stance doubts this, thus the research takes in the personal worldviews of all participants.

On the human side of the coin when all the issues of the ‘do’s and don’ts’ are said about leadership, Fullan (2003, p. 4) said that, notwithstanding one’s style, “every leader, to be effective, must have and work on improving his or her moral purpose. Moral purpose is about both ends and means. Authentic leaders ... display character, and character is the defining characteristic of authentic leadership”. Then he says that all leaders are driven by both

egotistic (selfish) and altruistic (unselfish) drives. He says for leadership to be effective it has to: firstly: Have an explicit “making-a-difference” sense of purpose. Secondly: Use strategies that mobilize many people to tackle through problems. Thirdly: Be held accountable by measured and debatable indicators of success, and fourthly: be ultimately assessed by the extent to which it awakens people’s intrinsic commitment, which is none other than the mobilizing of everyone’s sense of moral purpose.

In conclusion as researcher, I use the concluding concept of leadership as expressed by Bush and Glover (2003) that leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision. I add to it the idea of Fullan of a moral purpose, the idea of ‘indirect influence’, thus ‘indirect-leadership’ and elucidate that implied is the idea of ‘non formal leaders’, including ‘teacher leadership’.

3.3.3 Management- how does it differ?

The school leadership is headed by the principal and SMT. The SMT was promulgated by State (DoE) policy and is made up of the heads of departments (HODs) and the deputy principal/s (DP). At the present time the secondary school with a minimum enrolment of 1050 is allowed two DPs and a school with minimum enrolment of 950 is entitled to five HODs. Learner population of less than 1050 offers one DP and less than 950 four HODs. These are the formal, delegated leaders of the school. Sadly by its mere nomenclature that is, the “School Management Team” the state has created a mindset focusing on ‘managing’ rather than ‘leading’. Often labels direct what the organisation does, that is, subtly directing its functionality. The misdirection of the state was to label the SMT as such while implying a direction into leading rather than managing alone.

Over the years the terminologies of "management" and "leadership" have been used either synonymously or at times with clearly differentiated meanings. Debate is fairly common about whether the use of these terms should be restricted, mutually exclusive or integrated to some extent. Bush labels two points. The first is regarding “decentralisation” where the DoE (Department of Education) has embarked on the decentralisation of education i.e. site based management (i.e. the SMT) which has compelled personnel to be leaders – “school leaders

and managers are able to choose how to carry out a new policy but not whether to do so” (Bush, 2008, p. 284). Secondly, the focus in the world is on leadership rather than on management. He cites two examples, in South Africa the first is the specialist leadership centre called the Matthew Goniwe ‘School of Leadership and Governance.’ Similarly, the new national qualification for principals called the ‘Advanced Certificate in Education: School Leadership’ (Bush, 2008, p. 284). Also noting the stress on leadership former President of democratic South Africa, Thabo Mbeki launched his leadership forum in October 2010.

Although distinct processes, Kotter (1990) states both leadership and management are needed for an organisation to prosper. Kotter goes on to say that leadership is different from management, but not for the reasons most people think. Leadership isn't mystical and mysterious. It has nothing to do with having "charisma" or other exotic personality traits. It is not the privilege of a chosen few. Nor is leadership necessarily better than management or a replacement for it. Rather, leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in today's business environment. Management is about coping with complexity. Its practices and procedures are largely a response to the emergence of large, complex organisations in the twentieth century. Leadership, by contrast, is about coping with change (Kotter, 1990).

The cliché that ‘leadership is about doing the right things and management is about doing things right’ is simplistic. The criteria used in the UK, by the Office for standards in Education (Ofsted), to inspect schools on leadership and on management are different and a review thereof spells out the differences between the two. Then Sergiovanni & Jossey-Bass (1996, p. 6) noted the following nine tasks as the roots of school leadership: firstly, “*Purposing*: bringing together shared visions into a covenant that speaks compellingly; secondly, *Maintaining Harmony*: building a consensual understanding of school purposes, of how the school should function; thirdly, *Institutionalizing Values*: translating the school's covenant into a workable set of procedures and structures; fourthly, *Motivating*: providing for the basic psychological needs of members; fifthly, *Managing*: ensuring the necessary day-to-day support; sixthly, *Explaining*: giving reasons for asking members to do certain things, and explaining how everything links to the big picture; seventhly, *Enabling*: removing obstacles and providing resources; eighthly, *Modelling*: modelling purposes and values in thought,

word, and action, ninthly, *Supervising*: providing the necessary oversight to ensure the school is meeting its commitments”. This clearly shows that leadership entails management as well.

Grant et al., (2010) states that Donaldson (2007, p. 8) continues, “leadership helps the school adapt to its changing function in society”. This central focus of change in the practice of leadership stands in contrast to the practice of management which according to much of the literature presents the purpose of management as being to ensure the stability, preservation and maintenance of the organisation. Then, Fullan also focuses on change and leadership. He summarises, pervasive leadership has a greater likelihood of occurring if leaders work on mastering the five core capacities: moral purpose, understanding of the change process, building relationships, knowledge building and coherence making (Fullan, 2002, p. 15).

3.3.4 Teacher Leadership and Callie Grant’s four Zones related to Discipline

Teacher leadership forms an integral part of school leadership and the state is encouraging this. The Report of the Task Team on Education Management Development 1996 has encouraged the development of collegial leadership and teacher leaders. Harris & Lambert state (cited in Grant, et al., 2010) in its simplest form, teacher leadership can be described as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust (Grant, 2008, p. 88).

The idea of teacher leadership is assisted by the policy of the SMT where the managers of schools are site based and are encouraged to lead in a collegial manner. This lends impetus to teacher leadership. While this is the intended policy it is not often seen as forthcoming in the various studies as noted below. As Khumalo and Grant (2010) noted that studies of teacher leadership propositioning that the new integrated education system with its policies and Acts point to teachers being teachers, administrators, managers and leaders. Grant (2006) describes how teachers can lead within four zones; the classroom, working with other teachers in curricular and extra-curricular activities, leading in school-wide issues and in whole school development and finally by leading beyond the school into the community. I planned to use this as a sounding board when analysing teacher leadership on discipline at the various school contexts.

In critique, Singh, (2005) found that even though the talk or rhetoric was of a collegial school, the degree of participation, inclusivity, and shared decision making was controlled by the SMT. Grant, et.al., (2010) also found that teacher leadership was also restricted, and “not emergent” (cited in, Khumalo and Grant, 2010). Grant and Singh (2009, p. 1) found that “SMT members used their legitimate leadership positions to delegate leadership to people they saw fit for the role, while they withheld leadership from others”... they propose “for a two-fold shift in leadership thinking, an awakening of the ‘sleeping giant’ of teacher leadership at an individual level in schools together with a shift in power relations and a meltdown of the ‘hierarchy mentality’, at the level of the organisation”. Teamwork is expected with roles and functions clarified but Van der Mescht and Tyala (2008) found that this does not seem to be the case. The proposed management styles post-1996 focuses on a collegial model of management and a distributed/participatory model of leadership. The above aspect of teamwork and collegiality allowing teacher leadership was analysed in my study at the three school contexts with similar but expanded findings.

A study to explore whether, these models are being used, works or not, is of value to any academic in South Africa thus making this a relevant and useful study. The underpinning theoretical leadership framework of the study is transformational and distributed leadership theory which imbibes a collegial stance and will be expanded on in Chapter Four.

3.4 Brief Historical trace of Leadership Theories

A brief review of general trends in theoretical approaches to leadership is first presented below before a discussion of the theories and models. I begin with the conceptualisation of leadership approaches.

Den Hartog and Koopman (2001) mention several alternative ways to conceptualize and study leadership have had a profound influence on the development of ideas about and research into leadership from the early 1980s onward. They present the three main trends as adapted from Bryman et al., (1992) and Rost (1993) which I further added using Bryman et al., (1996) and Rost (2009). This table is briefly explained below.

Table: 3.1 Trends in leadership theory and research

Period	Approach	Core theme
1900's	Great man theory	Leaders are born, innate ability to lead
1930's	Group theory	How leadership emerges and grows in small groups.
Up to the late 1940s	Trait	Universal traits are common to all leaders.
Late 1940s to late 1960s	Style	What do they do; effectiveness has to do with how leaders behave
Late 1960s to early 1980s	Contingency	Which leadership behaviours succeeded in specific situations
Since early 1980s	New leadership (includes: charismatic /transformational leadership)	Leaders need vision and inspire loyalty and emotional attachment.
Adapted from Bryman, et al., (1996) and Rost's Leadership Development Proposals (2009) http://www.infinitefutures.com/essays/publichealth/leadershiphtml/sld003.htm (accessed 2014).		

a. The Trait Approach

The early research into leadership focused on as a search for 'the great man.' Personal characteristics of leaders were emphasised and the inherent idea was that leaders are born rather than made. All leaders were supposed to have certain stable characteristics that made them into leaders.

b. Leadership Style Approach

The second major trend in researching leadership emphasised 'leader behaviour'. The focus shifted from who leaders are to what leaders do that is from traits to behavioural style. In this approach, effectiveness of leaders is dependent on the exerted leadership style. While the trait approach focused on stable personal characteristics which were usually thought to be largely innate (implying selection of effective leaders rather than training), the style approach implied that leadership is a behavioural pattern, which can be learned. Thus, according to this approach, once one was able to discover the 'right' style, people could be trained to exhibit that behaviour and become better leaders (Bass, 1999b).

c. Contingency Approaches

Many contingency approaches are seen as an attempt to repair what researchers saw as the deficiencies of the above two approaches. The main proposition in contingency approaches is that the effectiveness of a given leadership style is dependent, that is contingent on the situation, implying that certain leader behaviours will be effective in some situations but not

in others. This came with the unprecedented social change of the mid 1960s-1980s. Now leaders had to focus on constituencies within and out of the organisation to survive.

d. In the Transformational Approaches

In the 1990s the trend moved to transformational aspects of leadership when the trends of states saw a move to decentralised management of schools. Burns (1978) and Yukl (1998) cited in Stone and Patterson (2005, p.7) saw the need for the leader to transcend their own self-interest for that of the group, organisation or society.

3.5 Models of Management and the Theories of Leadership

Theories and models of management and leadership centre on core themes. Some focus on the result of the leaders' behaviour while others on the relationship between the leaders and the followers or the head of institutions and subordinates. A brief overview is made of the common theories to shed light on the theory of choice, i.e. transformational leadership and the collegial stance of distributed leadership, framing the study. A deeper review is made in the theoretical framework chapter which follows. Leadership by managers i.e. the School Management Teams (SMT) and the School Governing Body (SGB) is integral in the efficient management of discipline in schools. Leithwood et al., (2004) state that different forms of leadership are described in the literature using adjectives such as "instructional," "participative," "democratic," "transformational," "moral," "strategic" and the like. But these labels primarily capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organisation's effectiveness: helping the organisation set a defensible set of directions and influencing members to move in those directions. Leadership is both this simple and this complex. How this works with leaders leading to develop good discipline is of interest.

Bush (2007) talks of 6 management models and 9 leadership models. The management models are formal, collegial, political, subjective, ambiguity and cultural. The nine leadership models are managerial, participative, transformational and interpersonal, transactional, post-modern, contingency, moral and instructional. These models can aptly describe the various issues within the school setting.

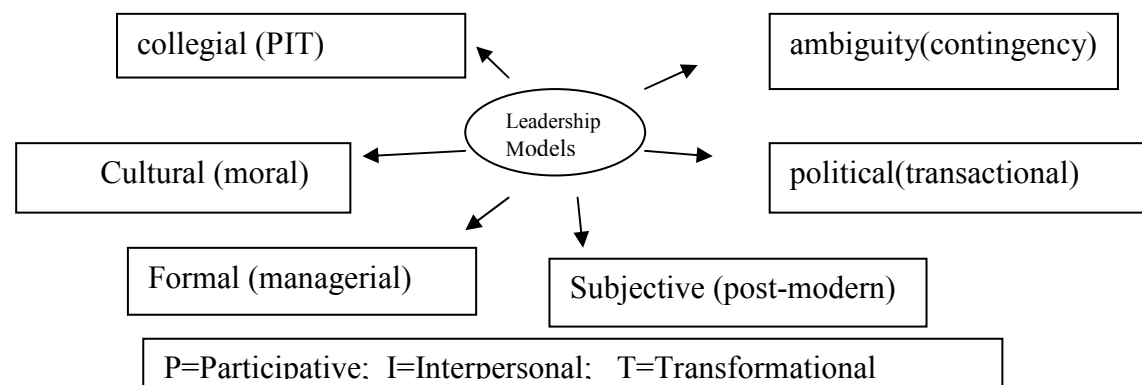


Diagram 3.2 Nine Leadership Models (Bush, 2007)

3.5.1 The Managerial Model of leadership / Formal Models (Bush, 2003)

Managerial model of leadership postulates that the leader focuses on functions and tasks, with the basic aim in making sure that the task, duty, function is carried out as per the accepted set protocols, and structural-functional needs of the organisation. Influence and authority are allocated to formal positions within the organisation. Bureaucracy is the nature of this model. This model is the preferred model in many educational systems including “apartheid” education says Sebakwane (cited in Bush, 2007, p. 396). He believed this was moved from industry to education in the African townships to exert control over the protesting students and teachers in the volatile period of the 1980’s. This said, it is a model that provides for efficient and functioning schools and this in-turn provides orderly and effective classrooms for teaching and learning to occur.

3.5.2 Transformational leadership

Bush (2007) in this category of “Collegial “management brings in three leadership models: Transformational, Participative, and Interpersonal models.

I have removed the discussion of transformational and participative/distributed leadership to the theoretical framework chapter following as it forms the backbone of the study.

3.5.3 Political and Transactional Leadership

Bush links transactional leadership to his political model. In political models the conflict between stakeholders is usually resolved in favour of the most powerful. Transactional leadership is one in which the relationship with teachers are based in the exchange for some

valued resource. Since there is an exchange there is a “transaction”. It is often short-lived and limited to the transaction. An example would be: if the principal as executive head requires the managers (e.g. HODS) to effectively manage the school he may offers some ‘perk’ to HODs e.g. more time off, or less strenuous extra-curricular duties such as sports duties. The political model has its roots in the apartheid past with the protest movement against the government this model of leadership dominated as it was politically motivated to control learners. Here leaders were manipulated to adhere to the political agenda. This model is dated.

3.5.4 Post-Modern Leadership

Bush notes that the post-modern model aligns closely with his ‘subjective’ model. Post-modern theories assume that organisations have no ontological reality as they are simply creatures of the people within them, who may hold many different views. In essence the post-modern model suggests that leaders should respect and give attention to the diverse and individual perspectives of stakeholders. Here the importance is of hearing the ‘voice’ of all stakeholders. Bush (2007) accepts that this model fits the aspirations of the 21st South Africa. The principal needs to facilitate the participation by educators, parents, learners and the school community in all issues that affect their interest.

3.5.5 Moral Leadership

This model holds that the critical focus of leadership ought to be on the values, beliefs, and ethics of leaders themselves. Sergiovanni states (cited in Bush & Glover, 2003) that excellent schools have zones of good values and beliefs that take on sacred and cultural characteristics. He talks of the moral essence in administration. Authority and influence comes from defending what is right or good (Bush & Glover, 2003). Bush and Glover (2003) refer to the “South African ACE: Leadership material” which refers to the importance of spiritual intelligence and leadership. Similarly, Fullan (2002, p. 4) believes that all leaders must have at their core a moral spirit at both their ends and means.

3.5.6 Instructional Leadership

Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with learners. The emphasis is on the direction and influence of the leadership rather on the influence itself (Bush & Glover, 2003). Instructional leadership is more task-focused; instructional leaders work directly with teaching and learning, focusing on school-based activities such as assistance to teachers, staff development and curriculum development.

Klitz, et al., (2004, p. 1) has advocated a ‘learner-centred’ leadership where he advocates a focus on learner-centred leadership reflects renewed attention to the primary role of teaching and learning in the development of school leadership expertise. This leadership is very important because it targets the central activity of the school, that is teaching and learning. This model speaks to the primary task of the leaders i.e. to develop and improve teaching and learning.

3.5.7 Contingency Leadership

The Hersey-Blanchard Situational Leadership Theory has two pillars: leadership style and the maturity level of those being led. This can be applied to the analysis of the SMT and especially the principal as the principal may handle a young teacher very differently from a senior teacher. Fiedler’s contingency theory of leadership distinguishes between leadership style and leadership behaviour. He believes that the ‘style’ is innate and enduring, while the ‘leadership behaviour’ has to do with acts performed according to the knowledge or skills obtained. Fullan (2002, p. 7) states that “the need to have different strategies for different circumstances explains why we cannot generalize from case studies of success. To recommend employing different leadership strategies that simultaneously and sequentially combine different elements seems like complicated advice, but developing this deeper feel for the change process by accumulating insights and wisdom across situations and time may turn out to be the most practical thing we can do - more practical than the best step-by-step models”. While this is laudable South African schools in general need a particular focus in post apartheid times and transformation leads the way.

3.5.8 The African Model of leadership

The other models above were developed in highly developed western countries while the African models speak of different African originated models. The most frequent cited one in South Africa is “Ubuntu” which means collective personhood and collective morality. It champions the inter-connectedness among people. Ubuntu in essence is the belief that an individual is what he is due to his wider community and this has implications for leadership. Thus such a leader, i.e. one who advocates Ubuntu would not premise that he is superior to all he presides over but accept the collective thoughts, beliefs and values. The ACE: School leadership course has introduced the concept of “Lekgotla” (Department of Education, 2007). Here the leader inspires trust in the decision making process. There is the understanding that the African models link to the moral and participative models of leadership.

The brief review of the above models of leadership will allow me to test different theoretical stands the SMT takes in leading school discipline and also allows for the comparison to the theoretical framework models of transformational and distributed leadership.

3.6 Democratisation of Education and the Paradigm shift in Managing and Leading Schools post 1996

As stated the management of schools post 1994 and in particular post 1996 (The South African Constitution) has become a challenge in general. It was postulated that the SMT in the past used CP and other methods to manage discipline and it seemed to control indiscipline, but in the present indiscipline has increased and its severity increased too. The SMT needs a transformation to keep up to the transformation in school governance, and management. There is a paradigm shift in how schools are managed and governed. The management of schools moved from central state control as in the apartheid period to a more democratic and grassroots based control. While some see the changes as real other critics say it is not real. These changes have not helped the case of promoting good discipline and has led to challenges in dealing with indiscipline. I present the paradigm shift above and later in analysis of the case studies show how it challenged the school leaders in developing good discipline.

Firstly, the school governance falls on the SGB which is largely powered by the parents of learners as they hold majority voting rights and head all committees. The principal has to rely on their governance and aspects as finance, language and curriculum policies are their domain. Hence the principal walks a tightrope between the staff, learners and now parents. While accommodating them the principals also have to consider state policy. Secondly, came school based management of the school. Steyn (2002, p. ii; 2003) stated that the devolution of authority through decentralisation is the first dimension of school-based management. The shift to decentralised management of schools was a move from a state centralised authoritarian control to that of a school based management says Thurlow, (2003). Sello's (2003, p. ii) study on education change in RSA revealed that the present school managers find it difficult to achieve the new managerial expectations that are brought about by the transforming education. She states that it became evident from the research that insufficient professional development for school managers contributed towards their failure to execute their expected managerial roles.

The second dimension of school-based management refers to the participation of stakeholders. The creation of the SMT- gives all delegated leaders direct voice in school management in the forum of the SMT. As Moloi and Bush (2007) claim the move away from the authoritarian controlled past is very evident. This is evident in current educational policies such as the South African School Act (RSA, 1996b), the Integrated Quality Management System (IQMS) (Department of Education, 1998) and the National Education Policy Act (RSA, 1996c) and The Norms and Standards for Educators (RSA, 2000a). While coming to terms with new governance the principal was now forced to manage the school in consultation with his DPs and HODs that is, the SMT. The principal's total authority was shifted though he is still ultimately responsible for all things at the school whether good or bad. Van der Mescht and Tyala's (2008, p. 221) study revealed that while team management was generally welcomed and even celebrated by principals, there were fundamental tensions surrounding principals' understanding of their leadership roles in a team context. This shift in management of the school was coupled with the shift in school governance. While this may be seen as a noble effort, Karlsson (2002) noted that, while aiming at constructing a partnership between the state and the parent community, the school governing body system also represents the state's shrinking of its involvement in schools, passing this over to the SGB.

Thirdly, with the move from individual [principal] to team management came the ideology of collegial or participative leadership as noted in the Report of the Task Team on Education Management Development (Department of Education 1996; Department of Education, 2000; Grant, 2008, 2010; Grant et al., 2010; Khumalo & Grant, 2010; Rutherford, 2006, 2009; Van der Mescht & Tyala, 2008). As Rutherford (2009, p. 1) explains that the participative or distributed framework affirms that school leadership is more than just the individual who resides in the principal's office. Spillane (2005) says it purports that leadership practice is a product of the interaction of leaders, followers, and the situation. Khumalo and Grant (2010) add that the now single national Department of Education (DoE) [Department of Basic Education] promotes a shift from centralized control to collaborative decision-making of the schooling system in South Africa. Many authors and researchers note that the key ingredient in improving schools in the new millennium is through the development of effective and distributed leadership in particular, 'teacher leadership' (Gronn, 2000; Harris, 2011; Muijs & Harris, 2003; Leithwood & Jantzi, 2009). Leadership is no-more abstract and government has not reserved its position to people in position only. Muijs and Harris (2003) talk of teacher

leadership in a collaborative stance. Studies on leadership exist but tend to focus on teacher leadership per se' (Grant, 2006; Gronn, 2000; Hopkins, 2001; Leithwood et al., 1999; Muijs & Harris, 2003; Khumalo & Grant, 2010; Xulu, 2010). The literature does not go the extra mile in focusing on how this leadership affects learner discipline per se, which is of great concern today. Many South African studies focus on and highlight distributive or collaborative leadership explaining and debating its value and lack of true implementation (Grant et al., 2010; Grant and Singh, 2009; [fluid and emergent and not fixed] Gronn, 2000; Khumalo and Grant, 2010; [Collegial Management] Lumby, 2012; [hierarchical teacher leadership] Lumby and Coleman, 2007 ; Mosuetsa, 2008; Ntuzela, 2008; Sergiovanni, 2001; Spillane, et al., 2001; Singh, 2005; Rutherford, 2009; Van der Mescht et.al, 2008).

Fourthly, since the study focuses on school leadership I hold that school leaders that is, the entire SMT, including the principal, must bring the learners' voice into the auditorium when dealing with discipline. Coupled with this are the new youth leaders, that is, the Representative Council of Learners (RCL) who have been given legal status to lead in schools, according to Schools Act, Section 11 (Republic of South Africa, 1996b). For the first time the authoritarian leaders were confronted with consulting, contending, and negotiating with learners in an official manner. They are now obliged to do so by legislation. If this is not done then the focus of learner discipline without learner input is a cause that is lost. This is confirmed by the study of Mncube and Harber (2013, p. 1) and their findings conclude that that "despite being afforded a full role in school governance by post-apartheid educational policy, learners do not always play their part in school decision-making. As Subbiah (2004) found obstacles (lack of training and poor communication) impede the full role played by the RCL in school discipline.

Fifthly, change in policy at district level also occurred. "De Clercq (2002) (cited in Smit, 2011, p. 68) observed that with the new education dispensation in South Africa after 1994 school districts represent a diluted form of decentralisation where provincial governments delegate "some administration and decision-making authority to lower levels to plan, manage and administer on its behalf with a tight upward accountability system". School districts are thus a form of administrative rather than education decentralisation that can have real influence on schools and classrooms and that are accountable to local school stakeholders. Thus, at a level above the school there are the district offices of education which are mere administrators of the DoE and cannot act beyond the scope of following the DoE's policies

and regulations- its autonomy to act and lead in ways unique and different to deal with education challenges is limited. The creative leadership of the district managers are restricted due to the lack of autonomy to deal in a variety of ways to assist different challenges at different schools including learner discipline. Thus while management is decentralised to the districts and schools it is restrictive, not progressive and impedes creativity. Had it offered a wider scope of action and autonomy with authority unique challenges may be better resolved.

3.7 Challenges to the SMT that came with the Democratisation of Discipline post 1996

Harber and Mncube (2012) explain the democratisation of education. They say this has happened in policy in many countries (for example, Namibia, India, Thailand, the Philippines, Brazil and Ecuador,) and is evident in South African government legislation and policy. Their study of developing-countries (noting South Africa is one of them) attempts in developing democratic schooling conclude with four points (2012, p. 116-117). Firstly, schools require transforming away from the authoritarian model. They have to move away from hurting children (reference to corporal punishment). There needs to be professional practice by teachers - being present and on time, teaching and assessing in an impartial manner and; finally for individuals and groups who are propagating democracy to continue. Then their 2013 study concludes that while the learners have rights they do not exercise them fully in the school governance (Mncube and Harber, 2013). While this is the case with the RCL the general school population of learners too do not have the full rights as laid by policy when it comes to disciplinary hearing as noted below in the study.

3.8 How the post 1994/6 Changes affects Perceptions and Reality on Learner Discipline

The changes post 1994/6 to learner discipline policy and procedures combined with the changes to governance and leadership of schools have created challenges for the principal, SMT and teachers in general and in particular in dealing with learner indiscipline. The dawn of democracy brought in the more conscientised and democratically savvy learners who know their right and demanded them. The Constitution with its Bill of Rights (Republic of South Africa, 1996a) has provided for all persons to be treated with dignity and have human and equal rights and Article 28 in particular focused on rights of the child. Teachers and SMT had to manage children in different ways prior to 1996. Some grapple with understanding and implementing these rights. As the study of Nene (2013, p. 55) reveals that the balance between learner rights and responsibilities has a negative influence on learner discipline and that the child has more rights than a teacher. Nene (2013) adds that learners are aware of their

rights and very sensitive to them; they also demand a range of rights not formerly accorded them including the right to be heard and freedom of speech. It is this climate that further strengthens my postulation that the SMT and teachers find the changes in the present education scene difficult and there is need for new ways in managing learner discipline.

The banning of corporal punishment (CP) are a challenge to older teachers as they had to find new ways to seek out control mechanism to maintain order in class and school. Douglas (2000) found that The Constitution invoked legislation such as the abolishment of corporal punishment and the disallowance of either principal or governing body from expelling a learner, and it has placed further pressure on teachers to find alternative ways of maintaining order in the school and classroom. Nene (2013) also found that teachers reported learners were more unruly now and this negatively affected teaching.

Principals have lost their full authority on school discipline though by decentralised management of schools one expected authority to rest at the decentralised zone, the school, but it does not. The final authority in discipline matters has now fallen solely on the SGB and has moved away from the site managers according to School's Act, Section 9 (Republic of South Africa, 1996b). Prior to this Act principals wielded final authority on learner discipline at school level. Now they are simply the facilitators of information which was obtained through the SMT's management of the discipline procedure. With decentralised governance that is, with the governance of the school resting on the SGB and with the democratisation of the discipline process, neither the SMT nor principal has the final say. This is a challenge to the SMT. Added to this is the 'fair trial hearing' which hinders quick and efficient dealing with discipline matters. With democracy all learners have the right to a fair administrative system (article 33, Constitution) and in school a fair hearing (Republic of South Africa, 1996a). Learners have the right to be heard by a discipline committee (DC) and the right to a 'fair' hearing where they have the right to question the accuser in a just process before the DC gives a verdict or sanction. Further to this the full SGB has to ratify the verdict and this once again shows to the principal and SMT that while they are accountable to the schools discipline processes they do not have final authority over it. This may be viewed as an indictment on the status of the SMT but on the other hand it must be seen in the background of the apartheid history where people of colour were not given a fair hearing when accused of crimes. This nevertheless leaves school managers post -1994/6 at a loss. Heystek (2004) found in his study that the principal had some difficulty with his daily duties due to the lack

of clarity of the functioning of the governing body. Davidowitz study of 64 teachers over a wide range of school types (affluent ex-Model C schools to HDS [historically disadvantaged school]) found “there was a significant discrepancy between the educators’ perceptions of the [democratic] policy and whether they felt it could be successfully implemented in their schools” but most experienced learned helplessness, believing discipline was beyond their control (Davidowitz, 1999, p. i). Thus while some schools have adjusted to this, others have not.

While the SMT may lament that the power is with the SGB, the SGB too is limited in power as it has to forward expulsion requests of learners to the DoE for officiating. The DoE in essence still has the final power in matters of discipline. When reviewing the three schools’ data one would see how principals averted this power subtly. Luggya (2004) critiques the Department of Education (DoE) stating that the department’s stance to decentralise education management has not given full autonomy to the site based managers...stating that when it comes to “crucial matters like” expulsion of deviant learners the Provincial Education heads still rule and this is frustrating the site-based managers (Luggya, 2004, p. i).

In sum, Smit (2001, p. 81) found in her study that educators’ interpretation of policy differs from its intention. She states that “evidence from inquiry clearly reveals that the education policy change is no simple process, as texts are reconstructed and re-created based on experiences and interpretations of interpretations”. Bhengu (2005) states stakeholder participation in school management and governance is fraught with paradoxes. He explains that while the department (DoE) devolves responsibilities to schools within broad policy-frameworks, they often apply pressure through bureaucratic demands and accountability measures; while principals demand inputs at the departmental level, they often minimise educator involvement at school level; while educators call for input at the school level, they often minimise it for learners at the classroom level; while parents want to influence how the school operates, they see schooling as the responsibility of educators and the principal. On the similar note Khewu (2012, p. ii) found that principals’ roles in instilling discipline were focused mainly on reactive administrative and management functions rather than on giving leadership designed to inspire alternative ways of behaving. This correlates to my postulation of school leaders busy with the ‘nuts and bolts’ of running the school and not engaging in real leading. While, Harber and Mncube (2012, p. 113) believe true democracy has not reached the micro-level as many schools are still run in an authoritarian manner with the principal at the top. Swanepoel (2009, p. 461) states that “research findings have also revealed that as far as implementation of educational change is concerned, change initiatives have frequently

failed”. The principal and SMT are thus challenged in dealing with learner discipline due the simultaneous changes to governance, management and various power relations.

3.9 The Policy Regulators: the laws, regulations and policy

It is incumbent on a researcher studying schools and the education system or part thereof to provide a brief on the policies pertaining to the study; in this case it is school leadership on learner discipline. A study of the basic laws and regulations that influence education policy will highlight the fact that the state firstly kept to the call of the international conventions on the child by introducing laws and policy to abide by them. Secondly, the state aimed to distance itself from the laws and policies of the apartheid government and hence developed safety policies and discipline policies.

3.9.1 The National Policy Act 27 of 1996

This Act has tasked the Minister of Education to determine a national education policy in accordance with the Constitution (Section 3(1)). The South African Schools Act 84 of 1996 is one major outcome of the provisions of this Act. Aspects of note to discipline policy from the Constitution are the following: the advancement and protection of the fundamental rights of every person is guaranteed in terms of Chapter Two of the Constitution... (Section 4(a) (i).); and every person to be protected against unfair discrimination within or by an education department or education institution on any ground whatsoever (Section 4, a, i). It is on this foundation that the principles of democracy, equality and just administration came into play on discipline issues for learners among others.

3.9.2 The Tirisano Plan (‘working together’)

On 13 January 2000, the Minister of Education, Kader Asmal, launched a nine point education mobilisation campaign, as part of the Culture of Learning and Teaching Service (COLTS) campaign. Tirisano was launched as a consequence of serious problems in especially disadvantaged schools (HDS) in South Africa (Department of Education, 2000). The one that is related directly to the study is: ‘Poor quality of learning’. Poor learning is associated with poverty, bad or absent facilities, under-prepared educators, lack of resources, and a lack of purpose and discipline in schools, generally known as a lack of culture of teaching and learning’ (Steyn, 2002, p.259). Thus the issues of learner discipline were highlighted from the early years of democracy.

Seven projects were prioritised. Project 2 was on: Leadership and management. Its strategic objectives are to ensure that all schools have management teams that demonstrate a commitment to the development of a school culture that promotes quality; to promote a common vision and quality learning and teaching; to set high standards and expectations for learners and educators; and to create a climate that is conducive to learning and the professional growth of educators (Department of Education, 2000). Project 3 was on Governance. Strategic objectives for this project are: to ensure that all schools have governing bodies and all secondary schools have learner representative councils in accordance with the South African Schools Act; to create conditions for school governing bodies to share experiences and expertise; to facilitate the establishment of training and development programmes for governing bodies and learner representative councils; and to facilitate the building of national governing bodies (Department of Education 2000,p.11). Project 6: School safety: The strategic objective is to create a safe and tolerant environment by ensuring that all schools are free from crime, violence and sexual harassment (Department of Education 2000, p.13).

What is observed was the commitment from the state to adhere to national policy and to put policy into action. Also noted was the knowledge that there was a need to address and revamp management and to instil some rejuvenation.

3.9.3 The Revised National Curriculum Statement (RNCS) (2003), Curriculum and Assessment Policy Statements (CAPS) (2014)

Teachers and managers had to deal with various changes to the core of schooling- the curriculum. They were challenged with the NCS (National Curriculum Statements) and OBE (Outcomes Based Education). This followed with the RNCS (The Revised National Curriculum Statement). These changes added to teacher stress and were to the detriment of learner discipline. Also it led to many teachers leaving the profession (Fundza, Eastern Cape teachers group, 2014). Added to this was the latest change i.e. to CAPS (Curriculum and Assessment Policy Statement). These changes to curriculum are causes of further stress to teachers and managers as Olivier (2013) SAMF observation reports that in Mathematics the CAPS training was inadequate, and poorly cascaded by subject advisors who were not knowledgeable in their subject (2013). Then added to this is the fact that some subjects have content, for example Life Orientation that equips learners with ideals of equality, democracy, self-esteem building and the like. This makes a special type of learner who is more

challenging and one who seeks equality and other Constitutional rights. Older teachers equate their questioning to challenging authority and find it difficult to manage them.

3.9.4 Personnel Administrative Measure (PAM) document 1999 promotes leadership

The Minister of Education has, in terms of Section 4 of the of the Employment of Educators Act, 1998 determined the terms and conditions of employment of educators as set out in the schedule: the PAM document- Government Gazzette no. 19767 of 18 February 1999 as amended periodically up to Gazzette no. 24948 (21 February 2003). The PAM document which set out requirement of educators, spells out the idea of the educator being a ‘leader’. The direct statement asks of the educator ‘to take on a leadership role’ in academic matters. It asks of educators to assist the HODs to identify aspects which require special attention and to assist in addressing them (section 4.5, e, ii). This is what leaders do i.e. have a vision and get people concerned to work towards it. It also asks for educators to ‘share in the responsibilities of organising and conducting extra and co-curricular activities’ (section 4.5, e, i). These show directly and indirectly that the state has asked for leadership to start from the lowest level of the school personnel. This leads to what is now termed ‘teacher leadership’; which goes hand in glove with the collegial stance of leadership advocated by the DoE. How this assists in learner discipline is of interest.

3.9.5 South Africans Schools Act 84 of 1996 (Schools Act)

The following sections show relevance to the manner in which school leaders manage and lead, and the manner in which the learners are disciplined, i.e. in keeping to a humane, fair and rehabilitative manner. This has been highlighted on issues of discipline in Chapter Two. The Preamble to the Act speaks of “Whereas the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation; and....Whereas this country requires a new national system for schools which will redress past injustices in educational provision ...”

- Section 8: discusses the learner “code of Conduct”. This talks of a uniform and accepted code for all learners which have to follow a democratic stance.
- Section 9: discusses “suspension and expulsion”- This talks of a just, fair and uniform treatment of all South African learners.
- Section 10: expounds on “Corporal Punishment” –this is banned in all South African schools.

- Section 11: expounds on the RCL; -this makes it a legal obligation for a school to create a fairly elected set of learner representatives.

Section 16 to 32 focuses on the creation and functioning of a governing body- this in essence has decentralised the control of school governance to the parent community. The move is away from the autocratic top-down control to governing by the parents in consultation with teachers, non-teachers, and learners. The fact that the SGB parent component is always one more in number than the combined number of other members, the parents it seems are given the greater share of governance. The parents will always out-vote the combined learners, teachers and non-teacher members in the SGB. The fact that the Code of Conduct, the language policy and money matters (Section 38-The Budget) lie in the parents hands means that the most important matters of school lie in the parents hands. The fact the SGB has status of being a “juristic” person which can sue or be sued; its autonomy is great compared to the power of the school management of the historic past. The SMT, school leaders have to come to terms with this reduced authority to the SGB in most matters including learner discipline.

3.9.6 Report of the Task Team on Education Management Development (Department of Education, 1996)

Chapter two of the above report speaks to the legacy of apartheid education. It states, that one of the most visible legacies is the complete fragmentation of the education system which the apartheid era created. The effect was the creation of 17 education departments responsible for schools. In many cases, one or two departments were responsible for schools in the same area, resulting in very inefficient management and use of resources (p. 18)... and “Principals and teachers have consistently been at the receiving end of top-down management structures. They have worked in a regulated environment and have become accustomed to receiving direct instructions from departmental officials. Circuits and lower level structures have tended to function as administrative units only and have been unable to respond to community needs” (p. 20). In the preface it states that “management should be when all members of the organisation engage” (p. 8) and it “should not be the task of the few”. Then it speaks directly of “collaboration and participation” in management (p.30). This at the outset pointed to collegial leadership and management with teacher leadership being implied. The Task Team identified the following four apartheid legacies in education (Department of Education, 1996): Firstly the education legacy spoke of the disadvantaged state of ex-African school. Secondly, education management legacy speaks of the accompanying poor management in schools. The third, the public administration was infused with a hierarchical,

top-down structure and fourthly, the gender legacy left females in far fewer high posts in schools.

It was this that prompted the changes to a move away from top down authoritarian control of schools to a site based management and governance, and a more democratic, collaborative leadership of schools (as noted by Khumalo and Grant, 2010; Moloi and Bush, 2007; Rutherford, 2006). Van der Mescht and Tyala (2008) concur and add that it enables broader participation by those ‘on site’ dealing directly with issues that need to be resolved, people who potentially have ‘on site’ expertise. According to Gallie et al., (1997, p. 13) “after the 1994 elections, a fundamental shift took place in school governance: a shift away from top-down management and toward school-based management”. They hold that in spite of these initiatives management structures, systems, and processes as well as legislative efforts and policy development continue to fall far short of that needed to transform education. “Central authority continues to strictly mandate teacher instruction, leaving principals primarily to arbitrate disputes between their staffs and the department” (Gallie, et al., 1997, p. 2). This was noted as in the study as recorded in the data analysis and conclusion chapters.

3.9.7 IQMS resolution of 1998

The state’s focus on school management is seen in teachers’ appraisal. In terms of the Educators Employment Act 1998 and regulations stemming there-from an educators’ appraisal system was created and accepted. The Integrated Quality Management System (IQMS) has been accepted and provides for all educators being appraised yearly. The appraisal format is an allocation of points by a team (made up of at least a peer and senior), which is moderated and finally approved. The appraisal form has in it various sections from the basic including basic teaching and developing a conducive environment to administering, managing, and leading. Hence the IQMS, state appraisal system has ‘leading’ as a role function for the teacher and SMT. Once again state policy focuses on school leadership that permeates the different levels at schools.

3.9.8 Norms and Standards of Educators, 2000

The DoE policy in propagating leadership in schools and at all levels is expressed in the above. The Norms and Standards for Educators (government Gazzette no. 20844 dated 4 February 2000) envisages the educator as an extended professional who is expected to

perform seven roles, amongst them that of ‘leader, manager and administrator’. The relevant words are:

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties, efficiently and participate in school decision making structures. These competencies will be performed in ways that are democratic, which support learners and colleagues, and which demonstrate responsiveness to changing circumstances and needs. (Norms and Standards of Educators, 2000).

In other words, Grant (2006, 2008, 2010) claims that the concepts of teacher leadership and distributed leadership are implicit in current South African education policy documents. Khumalo and Grant (2008) point out these duties were previously deemed to be roles for formally appointed people. This works from the premise that leaders can work at many different levels within an organisation.

3.9.9 The ACE leadership course

The DoE has taken a serious step in developing school leaders and have introduced the ACE leadership course at tertiary institutes and the DoE website expounds on this by stating: “The ACE programme is aimed at empowering school leaders to lead and manage schools effectively in a time of great change, challenge and opportunity. It is targeted at serving School Management Team members who aspire to principalship” (Department of Education, 2005). It had its roots in at the Department of Education (Educational Management and Leadership) Workshop held at Isando on 5 September 2005. The qualification has been developed by the Department of Education in collaboration with 14 universities, the unions, the Professional Association of Principals (SAPA), and a number of NGOs. Bush et.al. (2011, p. 456) called this a “bold and imaginative decision” on the part of the state.

Van der Mescht and Tyala state that the new ACE in School Leadership reaffirms that the effectiveness of any learning experience lies in its influence on the formation, or modification of concepts that guide the individual’s basis for action (2008, p.237). The fact that the Ace Management and Leadership course is a state product, the idea of leading education has been fully entrenched. Van der Westhuizen and Van Vuuren (2007, p. 431) believe that while the development of the envisaged programme presents challenges for the long and short term, principalship in South Africa is on its way to becoming a fully fledged profession with a unique career path. The research on the efficacy of the project by Bush et al., (2011, p.137)

brought mixed observations. While there was some evidence of improved practice, for example in respect of enhanced team work, classroom observations, and better relationships with stakeholders. However, these changes have not yet led to better student outcomes in all schools. Yet the research found that the ‘students’ did gain a wealth of new and unknown information on good leadership (Bush, et al., 2011, p. 111). This study will show the need for knowledgeable principals and SMTs; and this ACE course is a step in the right direction.

3.10 Literature finding on the Role of the Principal showing the Importance of Leadership

The literature informs abundantly about the designated leaders and the non designated leaders. A wealth of knowledge exists on the role and functions of the principal as head of the institute, but gaps exist in the South African studies on the role of the SMT and teacher leaders on discipline. The present discipline crisis warrants further investigation into this leadership-discipline relationship especially when focusing on different contexts in South Africa. Studies that focus on the principal revolve on the principals’ leadership and management style and its outcomes. Others focus on the principals’ role in school success (Christie, 2001; Wrigley, 2005). The popular talk in South Africa is as Mosuetsa says the “principals’ leadership style should be transformed to that of a democratic, participatory and collegial approach” (2008, p. i). The styles, trends, theories or models on how principals should lead are the topics of discussion. Steyn (2002) states that in a study done in the United States it was found that principals were of the opinion that decentralisation brought additional job responsibilities without removing any responsibilities. She says that there is, however, widespread agreement that the principal's workload in South Africa is also becoming unmanageable and that many secondary school principals lack the time for, and an understanding of, their leadership task. This finding reaffirms my postulation that the SMT is struggling with the transformation changes and it applies to discipline also.

Following from the above the role of the principal is paradoxical in the post apartheid South Africa. Bhengu’s (2006) study concludes “it is also not clear who the principal works for, whether the principal is the 'Chief Executive Officer' of the school; whether he is 'with the Department' and in that sense against his educators, or vice versa, whether the school serves the community in which it is located or the department. These tensions are not resolved, but work themselves out in different ways, according to the details of the situation. In that situation, the principal takes action according to his personality, perceptions, leadership styles

and philosophy (Bhengu, 2005, p 116-117). This finding relates to the challenges leadership face at schools post 1996 and to the chosen theoretical framework of the transformational leadership.

3.11 The Position of the Principal is an Unenviable and Challenging one

The position of the principal as principal leader is a challenging one in the period of transformation and this affects aspects of school discipline. Various challenges are presented. *Challenge one:* The authority of principals, head masters, and head teachers is a paradox as though they are finally accountable for all things at school it is the SGB that holds final authority on many key issues e.g. funding, curriculum and discipline. He often has to kowtow to the SGB to get funds for security structures which would aid discipline. As mentioned in Chapter Two the final authority of the disciplining of a learner is now in the hands of the SGB as per Schools Act, section 12, schedule E, - “Suspension and expulsion”; and “Due process”: sections 13,1; 13,2 (Republic of South Africa, 1996b). The SGB, after a due process may suspend a deviant learner for up to a week. Thus while casting full accountability on principals; final authority does not rest there. This would frustrate principals as was noted in the data analysis chapters.

Challenge two: The principal while given the final accountable task of managing the school is asked to manage it with the SMT which carries no final accountability. The role of the principal is of paramount importance as all things school-related stops at the desk of the principal. The proverbial ‘the buck stops at the principal’s desk’ is apt and appropriate. Final accountability falls on the principal’s head (Kanjere, 2001). This is one possible reason that most studies in the past focused primarily on the principal’s role in managing and leading (Finger, 2004). The focus has shifted to a collegial - participative/distributed leadership stance with the principal leading with the SMT and teachers rather than autocratic management from above. Bush (2007, p. 8) says that the development of the SMT’s in South African schools provides the potential for participative leadership but there is little empirical evidence to suggest that it is supplanting or even supplementing the principal’s singular leadership. As Harber and Mncube (2012) state, the literature on educational change makes it clear that significant shifts in the practices of schools and teachers are rarely achieved and they cannot simply be mandated from above. Adding to this Swanepoel (2009, p. 461) says “research findings have also revealed that as far as implementation of educational change is concerned, change initiatives have frequently failed”.

Challenge three: the principals are expected to lead with a transformational-collegial stance in post apartheid South Africa but many were often schooled, groomed and trained in apartheid tertiary institutes and have to now adjust to a new way of doing things. The principal of today has been professionally and academically trained as a teacher in the old apartheid education system often called the Bantu Education System. Such education was characterised by a top down approach with the state managing all education at school level whether it was language policy, curriculum, discipline and even extracurricular activities. It is postulated that such principals who are thrust into a new site based management of the school would experience challenges. This is especially true with the double bind approach of the state. The collegial leadership stance is expected to be used at schools and yet accountability falls on the principals' head. The use of the collegial approach in leading requires a two-way or multi-way cooperation. Nevertheless, Lethoko et al., (2001) have found that although the principal has fostered attempts at improving the lost culture of learning and teaching service (COLTS) there was a lack of interest and help from both the educators and learners. This adds to the stresses of the principal.

Challenge four: the principals like the other teachers are not trained in ATCP (alternatives to corporal punishment) and find it a challenge to advise or implement alternatives. The evidence seen on corporal punishment being used in South African schools is abundant. The same exists for the principal, as principals are teachers too. If the argument is that teachers are not *au fait* or well equipped with the 'alternatives to corporal punishment' then the principal who often is from the old school, would also not be equipped for this. Evidence exist that when all else fails the deviant learner is sent to the principal's office where he/she is sanctioned with corporal punishment (Zulu, 2008). There is a need for serious skills training at all levels as was discovered in data analysis.

Challenge five: principals are not trained and 'principal-qualified' for the posts of 'post-apartheid principal' and they hold on to autocratic power. Authoritarian principals hold-on to their power restricting the democratisation of education as expressed by Fullan (2002). Thus, the discourse may shift away from the position of the principal and SMT not adjusting to the newer policy of site-based collegial management to one where the principal holds on to power as existed in the apartheid period. Could this holding on to power be the main factor for policy of democratisation being seated in policy but not being enforced or allowed to

grow? Kanjere (2001, p. 5) concludes that the responsibility of the principals are to instil organisational commitment by setting the right tone at school and have to develop a positive and healthy climate to develop good relationships... they have to accommodate both the need of individuals and the team. This requires transformation and leaders are challenged with this. Some direct the answer at lack of skills as Kistadoo (2008) in his study of the role of the principal explored the challenges of the principal in dealing with culturally diverse educators since integration in the post apartheid South Africa found school leaders needed additional skills in managing a diverse workforce. In the same breath, Grant (2006, p. 529) states that the “main barriers to teacher leadership that emerged in her study included hierarchical school organisation controlled by autocratic principals, an understanding of leadership as linked to a formal position...”. The result of this was that the state implemented the Advanced Certificate in Education- leadership (ACE) as mentioned above.

3.12 Positive change came when Principals Initiated and Worked towards the Change

Mawdsley et al., (2012, p. 14) found that in dysfunctional areas some principals developed functional schools and went on to state that “the principal can only create a functional culture if he possesses the competencies of emotional intelligence”. Jansen (2007) found that when transformation of schools was urged by policy, some white principals fought against the grain and moved their schools towards transformation against much opposition. Similarly, Mosuetsa (2008) found in her study of principals and schools in the Soweto, South Africa’s largest apartheid township that there was a move away from the poor academic ethos of the apartheid period of the 1970’s with its lack of focus and interest in learners and ill-disciplined educators, to a more focused and directed group of educators and learners. It was found that at the schools, the principals are the initiators of a positive culture and climate. Their effectiveness improved the culture of teaching and learning by the use of their collegiality, educative and transformative leadership. She found principals are collaborative leaders who involve educators and other stakeholders to participate in decision-making. Jansen (1995, p. 25) in discussing successful school cites Brookover and Lawrence who in providing characteristics for successful schools state this characteristic, “Principals at improving schools are assertive instructional leaders and disciplinarians, and they assume responsibility for the evaluation of the achievement of basic skills and objectives”. Once again the issue of good leadership and school discipline emerge as the cornerstones of school success.

3.13 Literature findings on leadership in period – SMT and teacher as ‘teacher leader’

What does the literature tell us about the designated leaders and the non designated leaders?

Most studies focus on the principal as the first and erroneously the only key role player in management. Spillane et al., (2000) states if leadership in schools involves a range of these actors, then, the pre-occupation in the literature with the work of individual leaders [which is the case] has limitations. There is a view that the principal is the first layer in leading while the SMT is the second.

The question is, are designated school leaders leading and managing learner discipline? What is unknown is whether the SMT as a new defined body is playing a leadership role or not, albeit the principal is part of the SMT. In terms of the SMT and school discipline, South African studies indicate there is a lack of effort made by the SMT in managing discipline. John (2013, p. iv) states that among other factors contributing to poor discipline, “ Poor learner discipline and the ineffective management thereof contributed to a poor teaching and learning environment that disadvantaged all learners”; school managements are ostensibly unable to control problematic learners (John, 2013, p, 10). Singh (2012, p. 105) found that the “The school attempted to control learners through rules, regulations and policies such as the code of conduct [which is a function of the SMT]. [But] Many teachers felt that there were inconsistencies in implementing the code of conduct” and learners and even teachers were unfamiliar with the policy and the consequences of violating it. [Stating they had no ‘formal behaviour management training’]. “It is concluded that the school code of conduct is not effectively communicated to teachers and learners and that it is at the very least, poorly implemented. This contributes to learners not behaving according to expected norms” (Singh, 2012, p. 105). She also found that the SMT did not workshop discipline strategies and thus the teachers had poor knowledge and understanding of the alternatives to corporal punishment. Also, teachers used no fixed management strategy but were fluid in their handling of discipline. Nene (2013) made the similar finding on poor SMT capacitating of teachers on alternatives to corporal punishment. Nene goes on to conclude the following as shortfalls of the SMT stating that at the start of the school year, the principal and educators should familiarize learners about the code of conduct and school rules and stated, “Rules and the consequences of breaking them should be clearly indicated to learners during assembly... Staff and management need to interact with learners in a sensitive, caring and humane manner” (Nene, 2013 p. 73). She also found the SMT not adequately monitoring teacher’s

lesson preparation and this added to the discipline problem. This is an indication of poor SMT management and leadership of discipline policy.

MEC of KZN, E S Mchunu stated that in line with the president's commitment to improve the quality of school management and in support of the Minister of Basic Education's view that "a school stands or falls on its leadership", the DoE embarked on a pilot programme of 50 principals and six ward managers on a Principals' Management Development Programme (PMDP) (2010). This statement again points to the 'the buck stops at the deck of the principal' thinking; hence another debate on whether the SMT is the principal or is the principal part of the SMT. For clarity, does the SMT lead discipline on its original ideological thinking with practical application models or is the SMT leadership 'restricted and not emergent' as Grant (2008) noted. Grant (2008, p. 89) stated that it "must be emphasised at this point that pursuing teacher leadership within different communities of practice in a school does not suggest that the role of the principal becomes redundant". She adds that the role of the SMT is critical in enabling teacher leadership and creating opportunities for teachers to lead through the formation of a culture of collaboration and by using the strengths and talents of the individual teachers. Thus the role of the principal seems to centre on holding final accountability, the one who needs to hold the SMT together while allowing team leadership and at the same time encouraging and developing teacher leadership. This thesis brings up startling similar findings.

Challenge of capacity building of the SMT exists. The DoE with its plans to develop principal capacity as a priority while negating capacitation of the SMT seems to be an indication that the SMT is either the puppet of the principal or that they are solely for fulfilling administrative tasks (allocated by principal) and for curriculum management. Harris and Muijs (2003) believe the task of the SMT is one of holding "the pieces of the organisation together in a productive relationship" (2005, p. 28). Kanjere's study (2001) on "capacity building for management teams at secondary schools in the Sekhukhune area" was referred to above. She talks of the principal sharing duties and developing a "team spirit", "setting the right tone for the school", being a "team coach", empowering the management" and having a shared "vision" (Kanjere, 2001, p.4). Her study concludes by saying that the management needed to be empowered with capacity building to occur and that shared school visions were essential for more effective management (Kanjere, 2001, p.159). In leadership of the new site based management the question is, who empowers and builds capacity when

the SMT includes the principal; is it ‘the team itself that takes the decision or is the principal once again seen to be the expert who knows it all?’ Does the DoE in reality develop principals or are the plans and policy rhetoric? While the critique exists on the DoE role Van der Mescht and Tyala (2008) have noted that the Department of Education has attempted to give substance to participative leadership by providing manuals to guide educational managers in the implementation of decentralised management structures, such as the School Management Team (SMT), the Representative Council of Learners (RCL), and the School Governing Body (SGB). Many questions emerge. Are guide-books on a radical change in education policy and procedures enough? Are the combined changes in education aiming to transform management, leadership, school success, and discipline in effect negating what it purports to do? Is this the reason for the general poor discipline at schools with serious indiscipline at certain areas and schools? These get answered in the data analysis chapters.

Many more studies focus on the principal per se, with far fewer on the other management structures. Many focus on teacher leaders (see above) while other studies like Van der Mescht and Tyala, (2008) are studies on the SMT; but do not relate the role played by the SMT on learner discipline. While the study by Subbiah (2004) in KZN focuses on the role of learners in the management of discipline. There exists studies on learner indiscipline but there remain outstanding questions on the pure functioning of the SMT with their role in leadership and management of learner discipline. Van der Westhuizen et al., (2008), state that although research on the school’s organisational culture indicates that discipline represents one feature of the organisational culture of a school, no research on the exact relationship between organisational culture and discipline has yet been undertaken; and a search of the ERIC database (using the descriptors *school*, *organisational culture*, and *discipline*) revealed no available research. Research, nevertheless has been conducted on the role of educators and discipline (Joubert, et al., 2004, 2007, 2009; Maphosa & Mammen, 2011; Minnaar, 2002; Mokhele, 2006; Mtsweni, 2008, 2013), but then there is a lack of research on the new role of the school teacher as ‘leader’ in enhancing learner discipline.

I turn my focus to teacher leadership and the discourses it ignites. The known is that the DoE fosters teacher leadership but how is it assisting in the management task of ‘learner discipline’? Studies on leadership exist but tend to focus on teacher leadership per se’ (Grant, 2008 ; Khumalo & Grant, 2010; Xulu, 2010) distributed/collaborative leadership (Grant & Singh, 2009; Grant et al., 2010; [Collegial Management] Mosuetsa, 2008; Ntuzela,

2008; Sergiovanni, 2001; Spillane, et al., 2000; Singh, 2005). Others like Kiltz et al., (2004) advocate learner-centred leadership (i.e. a form of instructional leadership) but with a collaborative stance. Khumalo and Grant (2010), and others point out that the new integrated education system with its policies and Acts point to teachers being teachers, administrators, managers and leaders. Grant (2006) further describes how teachers can lead within four zones; the classroom, working with other teachers in curricular and extra-curricular activities, leading in school-wide issues and in whole school development and finally by leading beyond the school into the community. It is not the intention of this research to focus on the above or on teachers alone and their leadership role in discipline but on the SMT as official leaders in place by statute and policy. If in investigating the span of the participatory leadership it is found to be so vast that it incorporates all educators then the conclusions will be dictated by those findings. The DoE policy dictates that the theory and practice of positive discipline practices be applied at school. It also dictates the creation of an active functioning of a Schools Safety and Security Committee (SSC) The SSC initially was the DSSC i.e. Discipline Safety and Security Committee but in recent times is referred to as the SSC as discipline is implied there in. Of interest is to investigate the role teacher leaders' play in the above as there is a dearth in the studies of teacher leadership that investigate this relationship of teacher leaders influence on discipline.

The next challenge to investigate on the sphere of teacher leadership is the notion that teacher leadership is often not spontaneous but contrived as the teachers who lead are delegated into those position. This opens up a thought on whether teacher leaders lead in matters of school discipline or are followers of those who delegated them to the position. Studies cite what Singh (2005) found, that is, even though the rhetoric was of a collegial school, the degree of participation, inclusivity, and shared decision making was controlled by the SMT. Grant, et al., (2010) also found that teacher leadership was also restricted, and “not emergent”. Grant and Singh’s (2010, p. 1) study found that the “SMT members used their legitimate leadership positions to delegate leadership to people they saw fit for the role, while they withheld leadership from others”... they propose “for a two-fold shift in leadership thinking, an awakening of the ‘sleeping giant’ of teacher leadership at an individual level in schools together with a shift in power relations, and a meltdown of the ‘hierarchy mentality’, at the level of the organisation”. Teamwork is expected with roles and functions clarified but Van der Mescht and Tyala (2008) find that this does not seem to be the case. Learner discipline should not be the preserve of the principal or the SMT and the study at hand aims to as

mentioned, while investigating the role of the SMT on discipline and test the role of teacher leaders on discipline also. A study to explore whether, the collegial model proposed by the DoE is being used, works or not, is of value to any academic in South Africa, thus a relevant and useful study. The underpinning theoretical framework of the study is the contingency-transformative leadership with the premise that the latter incorporates the collegial-distributive leadership style. If the state has proposed site-based collegial management with the principal as a partner in the SMT and teacher leadership which points to all things progressive, what then is lacking that allows for high incidence of learner indiscipline at schools? This makes the study relevant especially in a newly democratic country like South Africa. The gaps in the literature are clear – a need for research on the role of school leaders, not just the principal on learner discipline.

3.14 Summary

The role of the school leaders is of paramount importance in school as all things centre on management and leadership. Leadership affects school success and thus learner discipline. This promotes better academic results and since both are affected by the type of leadership at school, school leadership is the core and foundation of basic education. The changes to school governance and site-based management while is laudable in its aim of getting away from apartheid education, has caused a strain in leadership and management and it is postulated to negatively affect school discipline. The previous literature chapter links discipline with leadership. It indicates that the changes in the management of learner discipline has been democratised bringing in challenges to the teacher, SMT and principal in how they teach, control and then discipline the youth who are a new lot of thinkers with empowered status compared to the past learners of the pre-democracy period. While the principal is at the head of the school and is accountable for all school management he is forced to deal with new concepts and roles such as the SMT and teacher leadership; and to kowtow to the SGB. The challenge exists for academics to unearth how this affects discipline and why while some schools struggle others are thriving amidst these challenges. The theoretical frameworks which base the study follows in the next chapter.

CHAPTER FOUR

THEORETICAL FRAMEWORKS

4.1 Introduction

Chapter Two and Three presented the literature on discipline and leadership respectively. This chapter presents a specific framework – theoretical and conceptual- on which the study rests. Since this study is twofold, comprising of a discipline and leadership aspect, I chose to use two sets of interlinking frameworks. The one focuses on discipline and the other on leadership thus developing a base to understand and frame the research of the role of school leadership on learner discipline. Leaders are assumed to be *au fait* with methods and techniques of disciplining.

I have used the theoretical frameworks that speak to two points of loci: the first is the theme of positive discipline as an over arching approach on discipline and the School Wide Positive Behaviour Strategies (SWPBS). The first caters for the specifics at a more micro level focusing on the child and other relevant others while the second in encompassing the first also links school leadership and management of discipline. I honed in on three theories on positive behaviour viz. Adler's, Dreikurs', and with an overview of Jane Nelsen's (1979; 1996; 2000; 2013) positive discipline. This is followed by Durrant's (2010) UNO proposal on whole school positive behaviour, and Chadsey and Mc Vittie's (2006) theory on SWPBS. Thus while the first deals with positive discipline focusing on the methods in dealing positively with the child, the second focuses on how the school deals with whole school positive discipline- they make up the two halves of the same walnut with regard to discipline.

The second aspect of the two fold nature of the study is school leadership and the theories of educational leadership with the focus on the Leithwood and Jantzi (2009a) and collegial models (Bush, 2007, 2008) being used. These theories were used to plan the investigation, analyse the data and draw conclusions to the critical questions. To understand the data produced many concepts were teased out for application to the study of school leadership on learner discipline. Some of the concepts were 'discipline' and specific concepts derived from it which are, 'school discipline', 'learner discipline'; and 'classroom management'. The levels of discipline as were explained, starting from the basic level with the ideas of control and manipulation with punishment to the highest level of self-discipline with development of

inner self-control and reasoning, are discussed. The world has moved away from the authoritarian, top down approach in all things where people are concerned. The democratic South African Constitution 1996 has ferried down this ideal and it has prompted the Department of Education (DoE) to focus on the ideology of ‘positive discipline’ when guiding policy on school discipline (Department of Education, 2000a). Then the aspects of leadership and management and the path of their mix were also discussed in the relevant chapters above. With the basic concepts explained the deeper theories now unfold.

4.2 Introduction to the Positive Discipline Model

The main founders of the positive discipline thinking are Adler, Dreikurs, Glasser, Nelsen, Lott, and Dinkmeyer. The ‘Positive Discipline Parenting and Classroom Management Model’ has its foundation in the works of Alfred Adler and Rudolf Dreikurs. Dr Adler first introduced the idea of parenting education to the USA in the 1920s. He believed in treating children with respect, but also argued that spoiling and pampering children was not encouraging to them and this resulted in social and behavioural problems. Here in lay the foundation of the positive discipline model. The classroom techniques, which were initially introduced in Vienna in the early 1920s, were brought to the United States by his friend and student Dr Dreikurs in the late 1930s. Dreikurs and Adler refer to the kind and firm approach to teaching and parenting as ‘democratic’.

4.2.1 The Adlerian Model in Discipline

A review of Adler’s thinking in psychology shows how it can and is linked to how we can use his theory to analyse learner behaviour at school especially with the move to understanding the reasons for misbehaviour. Adler postulated that the ‘drive’ or motivating force lies behind our behaviour and experience was – as he called this motivating force- ‘striving for perfection’. It is the desire we have to fulfil our potentials that is, to come closer to our ideal. Some relate it to ‘self-actualisation’. Another word Adler used to refer to basic motivation was ‘*compensation*’, or striving to overcome. Since we all have problems, shortcomings, inferiorities of one sort or another, Adler (1964) feels, earlier in his writing, that our personalities could be accounted for by the ways in which we ‘*do*’ or ‘*don't*’ compensate to overcome those problems. This is linked to learner behaviour and points to understanding reasons for poor behaviour. Adler focused greatly on family dynamics, specifically parenting and family constellation, as a preventative means of addressing possible future psychological problems. With a practical and goal-oriented approach, Alfred held a theory of three life tasks

– occupation, society, and love – that intermingle with one another. It is this approach that was used in investigating school leaders’ role on learner discipline.

Adlerian psychology emphasizes the human need and ability to create positive social change and impact. Adler’s work stressed the importance of nurturing feelings of belonging and striving for superiority. He held equality, civil rights, mutual respect, and the advancement of democracy as core values.

Adlerian approaches is an umbrella term for a variety of methods which emphasize understanding the individual’s reasons for maladaptive behaviour and helping misbehaving learners to alter their behaviour, while at the same time finding ways to get their needs fulfilled. These approaches have shown some positive effects on self-concept, attitudes, and locus of control, but effects on behaviour are inconclusive say Emmer and Aussiker (1989), (cited in Cotton, 2001). When significant adults change their behaviour, and thus in the home or school environment, children will be motivated to change their behaviour accordingly. Nelsen (1979) provides four of the fundamental principles taught in Adlerian study groups: (a) the importance of identifying the goal of the child’s maladaptive behaviour because different methods are effective for different goals of maladaptive behaviour, (b) the importance of using encouragement rather than praise, (c) the use of natural and logical consequences rather than punishment and reward: and (d) the use of a family or class meeting for involvement of children in the decision making process and shared responsibility.

Boeree’s (2006) criticism of Adler is that it is difficult to test scientifically, control and measure aspects of his theory for example, ‘striving for perfection, compensation, or feelings of inferiority’. Nevertheless a study by Platt (1976, p. 2) on the efficacy of Adlerian classroom meeting to curb indiscipline concluded with results over a four-year period showing a significant decrease in vandalism from 24 to 2 reported cases and a decrease in number of suspensions from 61 to 4. The recorded teacher interviews demonstrated great improvement in classroom atmosphere, behaviour, and attitudes, school environment, teacher commitment and effectiveness, and academic performance due to implementation of class meetings on a school-wide basis. Whether one seeks empirical proof of the success of the specifics of the theory above is one dimension, the other is: has it offered a more humane and dignified process to the discipline crisis, removing the punishment and authoritarian stance, the answer is “yes, it has”. The latter is a view to its success especially when applied to South

Africa and considering its past with a predominance of authoritarian control, destroying of one's dignity and violence as a means to control.

4.2.2 The Rudolf Dreikurs' Model in Discipline (Student Choice Model) (1964)

Dreikurs (1964) was a follower of Adler who believed that the society has changed from the distant past where the father had autocratic control over all including mother and children were to be seen not heard. He believes that the drive to social equality, justice and belief that man is equal not only politically but as a 'way of life' (1964, p, 7). He believed that the central motivation of all humans is to belong and be accepted by others. Children learn from their environments and are affected by their position in the family constellation. Children mould themselves, their parents and their environment. Stemming from this, Allen (2005) adds that Dreikurs expounded that learners want to belong. Their behaviour is directed to belonging. Thus misbehaviour is the result of learners' mistaken belief that it will gain them peer recognition. There is a mistake to assume that misbehaviour is an attack directed at the teacher. Dreikurs believes that behaviour is the result of one's own biased interpretation of the world. Misbehaviour is rather directed at mistaken goals such as attention-getting, power-seeking, revenge, and displaying inadequacy.

Dreikurs (1964) mentioned several methods for dealing with mistaken goals. First, teachers must identify the mistaken goal. Teachers may do this by noting their own response to the misbehaviour. Another way is to observe the learners' reactions. Second, a teacher should confront the mistaken goal by providing an explanation of it together with a discussion of the faulty logic involved. By doing so, learners usually examine and change their behaviour. Often teenagers, the learner participants of this study, prefer teachers explaining to them rather than confronting them. Third, Dreikurs emphasized the importance of avoiding power struggles with learners. Teachers can avoid power struggles simply by withdrawing as an authority figure. Teachers may also redirect learners' ambitions for power by having them participate in making decisions or giving directions. In South African schools the use of class monitors and subject leaders can fulfil this role.

Dreikurs believes that encouragement is more important than any other aspect of child-raising (1964, p, 36). Dreikurs recommends that one observes for the little improvements and should not immediately work for perfection but for 'improvements'. Dreikurs recommends taking

positive steps against revenge seeking behaviour. The teacher must set up situations where the learners can exhibit talents and strengths and ultimately achieve acceptance. Forth, teachers should encourage learners who display inadequacy. Teachers must offer these learners encouragement and support for even minimal efforts.

Dreikurs believed in the democratic classroom. His discipline model places emphasis on the use of learner choice in the matters of the classroom and the use of democratic ideals. He believed teachers could have acceptable classroom behaviour by helping learners reach their genuine goal of belonging by involving learners in decisions that affect their school lives. The teacher's role is helping pupils to impose limits on themselves. Teachers may also model democratic behaviour by providing guidance and leadership and involving pupils in setting rules and consequences. Dreikurs called this technique "democratic teaching" because it involved both the teacher and learners in the decision making process. Dreikurs also believed that learners should take part in deciding what consequences should be given when behaviour agreements are broken. This way it gives them a sense of understanding for the reasons behind rules and consequences. Dreikurs' model speaks of the use of natural and logical consequences and saw the accurate and consistent application of logical consequence effective in friction reduction and family harmony. Thus, rules democratically set must have accepted consequences. The Schools Act which provides for the creation of a RCL allows an opportunity for learners being party to developing their Code of Conduct, but as data chapters later indicate this does not occur to the extent it should.

Dreikurs' (1957) theory contends that since misbehaviour is due to mistaken goals the trick is to identify the learner's goal and act in ways that do not reinforce mistaken goals. Teachers should encourage learners' efforts. The Theory supports the idea that negative consequences follow inappropriate behaviour by your actions, but discipline is viewed never as punishment but self-control. Thus when the educator teaches a child, the teacher must understand that the child's behaviour is due to how the child sees or interprets the events around him. Understanding why the learner behaves in a particular manner is essential and this occurs as mentioned due to four mistaken goals (Dreikurs et al., 1957, p. 14) to gain undue attention, to seek power, to seek revenge or to get even, and to display inadequacy (real or assumed). Often teachers do not know what to do when a child provokes them; they overlook the disturbance, scold or threaten the child. This, Dreikurs says, is temporary and rarely solves the problem. Suggestions to handle attention getting behaviour start with teacher discussing

the goal of the child. Teachers could reinforce positive behaviour and ignore negative behaviour. The teacher could address the child and develop a plan agreement on his /her needs of attention. The teacher should seek time when the child displays positive behaviour and reinforce it with a pat on the shoulder- avoid reminding him of their negative behaviour. The teacher may use logical consequence. Of further importance is an understanding of the reasons for maladaptive behaviour whereby the educator can develop strategies to assist the child which can be done in the 'group discussion' session. This is the key to long term solutions. In addressing the power seeking child the teacher may disclose the illogical goal to the child, thereby avoiding a power struggle; do the unexpected thus putting the child off guard; and develop better relations before using logical consequences. In attempting to help a revengeful child the teacher should again disclose the irrational goal, use counselling to make the child realise his behaviour and the value of harmony in the class, the use of group discussions, encouragement, and group acceptance is advised. A child may display inadequacy that is, become discouraged for various reasons. The teacher is suggested to do as the above but include finding activities that the child can succeed in to boost the child's image and morale. Group discussion with focus on developing empathy, understanding, and responsibility is the long term focus. In South African schools there is little opportunity or time for group discussion especially in lower SES school where catching the bus or taxi is more important; hence a good strategy but less practical.

Dreikurs advocates open communication with the child regarding the motives. Self esteem and confidence is boosted when encouraging words are used to show that the educator believes in the learner. Sincere praise must be offered when good work is done. In conclusion, Dreikurs states that 'encouragement' is more important than any other aspect of child-raising because a misbehaving child is a discouraged child. Encouragement corresponds well to children achieving goals. Children seek approval and encouragement. Encouragement focuses on effort rather than achievement, so it gives positive feedback to children who are trying hard but may be unsuccessful. Since the learners who misbehave are more often those who are also not high achievers, this is logical. Parents and teachers should collaborate to induce respect for the rights of others including providing reasoning and options. Dreikurs cites a case of a child who broke the promise with mother that he would not use her records. He advised that the child be shown his disrespect and given the option to leave the room or be taken out (1964, p. 103). Hence consequences of behaviour are to be followed through. The focus should be on eliminating criticism and minimise focusing on mistakes, as "mistakes

and faults may die from a lack of feeding” (1964, p. 107). The aim with children is to maintain routine as it gives children a feeling of security and comfort in knowing what to expect. From this routine and order grows freedom. Teachers can achieve more by winning cooperation from children rather than demanding. One method is to accept common ground rules or using polite words. It is better to side –step the struggle for power by being the knowledgeable understanding leaders. The ideals of “encouragement, using logical consequence, developing mutual respect, respect for order, developing routine and winning co-operation” are all useful in resolving a power struggle” (1964, p. 153-154). To deal with children defying rule Dreikurs’ recommends the use of “action! Not words” where the adult must act, do something rather than resort to explaining and reasoning alone (1964, p. 162).

Morris (1996) offers an advantage of the model that is, it develops a warm relationship between the learners and the educator. It allows learners a degree of autonomy through the idea of taking responsibilities for their actions. The logical consequences allows for consistency in discipline. As criticism, the disadvantages are (a) the teacher may have a difficult time understanding the motive for the behaviour as this is not always clear, and may not know how to respond to the inappropriate behaviour, (b) they have difficulty in judging the sincerity of the learners’ motives. The South African post apartheid laws and regulations speak of structures such as the SGB and RCL, and Dreikurs’ model while precedes this thinking by decades is apt and fitting for a country seeking to develop the youth in righteous thinking and action. Thus school leaders are to engage the learners in developing them to a level of autonomy as in the RCL and show them the need to take responsibility for their actions. The upper SMT are by legislation in charge of the RCL; but how they mentor the learner representatives is left to level of effective leadership.

4.2.2.1 Commonality of the Dreikurs’ and Adler’s stance

The basic idea: Nelsen (1979) states some basic ideas on the Dreikurs’ and Adlerian approaches. Firstly, principles to be learned in parent and teacher study groups include the following: ‘Behaviour’ is purposeful-goal oriented. We are often not consciously aware of our own goals. Secondly, ‘maladaptive behaviour’ is any behaviour which interferes with academic or social learning. Thirdly, ‘primary goal’ of learners is to belong-to find security and significance. Fourthly, ‘positive behaviour’ results in cooperation, self-discipline, responsibility, and mutual respect.

Four mistaken goals: Nelsen (1979) explains four general mistaken goals of children under twelve years of age, as indicated by their behaviour which focuses on false beliefs. They are:

- Attention - the child acts as if, "I count only if I am being noticed or served."
- Power - the child acts as if, "I count only if I can boss or defeat others."
- Revenge - the child acts as if, "I have been hurt and have the right to hurt back."
- Assumed disability - the child acts as if, "I can't do anything right so I will give up trying."

Consequences: there are natural and logical consequences to misbehaviour and this must be known by the learner and the teacher. Natural consequences exist when the adult [teacher] does nothing and avoids the temptation to add comments or punishment to the consequence which follows naturally. While logical consequences are the adult [teacher/school] structures the environment so that a "logical" consequence is experienced by the child for misbehaviour. Some guidelines for logical consequences are firstly, the consequence should be reasonable and not retaliation or punishment. Secondly, the consequence should be understandable and logical to the child though the child may not like it but should sense its fairness. Thirdly, the adult should be kind and firm at the same time considering mutual respect and the needs of the situation. As a critique, often natural consequences may take too long to be felt e.g. a learner not doing homework overtime may delay the subject progress but this is too long and is unethical for a teacher to let occur. Then there should be reasonable consequences as often the teacher in the heat of the moment lashes out on the child and this may lead to unexpected conflict.

Encouragements: Nelsen speaks of "encouragement" is the most important aspect of child rearing. Guidelines for encouragement are: firstly, give the child attention when behaviour is positive. Secondly, stimulate independence. Don't do anything for a child that the child is able to do. Thirdly, take time for training so the child knows what is expected and then express confidence in the child's ability. Fourthly, eliminate criticism and build on strengths, not weaknesses.

Social Interests: refers to concern for the interests of others and a desire to make a contribution for the common good of humankind under conditions of cooperation and non-competitiveness. The school discipline policy should develop this idea of social interest, and

cooperation. This is of particular importance in South Africa which is still slowly integrating multi-cultural and multi-racial school demographics.

Social Equality: refers to the right of every individual to dignity and respect. After learning these basic concepts, parents and teachers learned practical application methods to help misbehaving children redirect their behaviour in a positive direction. South Africa, a country of great social disparity with at times only a fence or highway separating affluent homes from “squatter camps” needs to have such thinking as schools are open to any child therefore dignity and respect has to be the most important traits school leaders have to inculcate. This would assist in developing better discipline.

4.2.3 Jane Nelsen and Positive Discipline

“Where did we ever get the crazy idea that in order to make children do better, we first have to make them feel worse? Children do better when they feel better” is one of Nelsen’s (1979, p. 26) most well known quotes that underline the positive discipline thinking. As mentioned the main founders of the positive discipline thinking are Adler, Driekurs, Glasser, Nelsen, Lott, and Dinkmeyer. Jane Nelsen wrote and self-published the book, *Positive Discipline*, in 1981. Nelsen et al., (2013, pp, 1-2) explain that positive discipline moves away from ‘control’ of children with rewards and punishment and likens the school as a train on two tracks one being academic and the other being emotional and social development wherein positive discipline comes in. The first step in the thinking is to empower the child and Nelsen et al., (2013, pp. 5-10) talk of the:

Significant seven perceptions and skills: Skill which empower belief and skills in children. These are: “I am capable; I contribute in meaningful ways and I am genuinely needed; and I use my personal power to make choices that positively influence what happens to me and my community.”

The other four are empowering skills: “I have discipline and self control; I can work respectfully with others; I understand how my behaviour affects others; and I can develop wisdom and judgement skills, through daily practice”.

Mutual respect: This is a different way of empowering children to grow to self discipline rather than being coerced to oblige. As Nelsen et al., (2013, p. 121) says learners learn both academic and social-emotional skills best when classroom management is based on mutual respect. This is the core of positive discipline. Her belief is ‘connection before correction’

with the ideal of getting learners to believe they “belong” to the school and sees this connection as a good prediction for school success (Nelsen, et al., 2013, p. 73).

Nelsen’s (and Adler’s) philosophy of discipline involves being both kind and firm at the same time. The research on discipline calls this discipline style, ‘*authoritative*’. In the Positive Discipline books it is often referred to as ‘*democratic*’. Positive Discipline incorporates kindness, love and empathy as well as teaching limits, structure and guidelines at the same time. Thus being kind and yet firm. Positive Discipline is a programme designed to teach young people to become responsible, respectful and resourceful members of their communities. It teaches important social and life skills in a manner that is deeply respectful and encouraging for both children and adults (including parents, teachers, childcare providers, youth workers, and others).

Jane Nelsen (2013) gives the following five criteria for “effective discipline that teaches”: She explains effective discipline as: (a) helps children feel a sense of connection. - Belonging and significance; (b) is mutually respectful and encouraging - Kind and firm at the same time; (c) is effective long-term - Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive; (d) it teaches important social and life skills - That is respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community; (e) it invites children to discover how capable they are - that is, encourages the constructive use of personal power and autonomy.

The tools and concepts of Positive Discipline in brief are discussed. First: Mutual respect. Adults model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child. Second: Identifying the belief behind the behaviour. Effective discipline recognizes the reasons kids do what they do and works to change those beliefs, rather than merely attempting to change behaviour. Fourth: Effective communication and problem solving skills. Fifth: Discipline that teaches (and is neither permissive nor punitive). Sixth: Focusing on solutions instead of punishment. Seven: Encouragement (instead of praise). Encouragement notices effort and improvement, not just success, and builds long-term self-esteem and empowerment. As noted with Dreikurs (1964) belief of encouragement as one encourages the learner even though they have not attained top marks or as yet not fully compliant with school rules but are getting there.

In the vein of positive discipline, the UNESCO (2006) report summaries that; “while corporal punishment seeks to stop a child from behaving in a certain way, positive discipline techniques can be used to teach a child to learn new, correct behaviours without the fear of violence”. Teachers are often not taught why children misbehave and how to discipline them positively. Many times, when a child feels his or her needs are not being met, such as the need for attention, he or she misbehaves. The frustration that a child’s misbehaviour causes, and a lack of skills to handle it may lead some teachers to strike out at their children and use corporal punishment or humiliating forms of emotional punishment. I, as a senior teacher and SMT member, believe in the ideals of mutual respect and the rejection of the use of CP on children. The UNESCO report encourages positive discipline in schools and is one I used in analysing the research data.

The difference in thinking of the traditional class and discipline to the positive discipline thinking is presented below.

Two Opposing Schools of Thought on Human Behavior

	Dominant and Traditional Practice in American Schools	The Positive Discipline (Solution Focused) Approach
Who developed the theory?	Common practice Pavlov, Thorndike, Skinner	Adler, Dreikurs, Glasser, Nelsen, Lott, Dinkmeyer
What motivates behavior?	People respond to rewards and punishments in their environment.	People seek a sense of belonging (connection) and significance (meaning) in their social context
When do we have the most influence on the behavior of others?	At the moment of response to a specific behavior.	In an ongoing relationship founded on mutual respect.
What are the most powerful tools for adults?	Control, rewards, and punishments	Empathy, understanding the perspective of the student, collaborative problem solving, kind AND firm follow through
“Respect” is...	Obedience and compliance in relationships in which dignity and respect of the adult is primary	Mutual, in relationships in which each person is equally worthy of dignity and respect
Response to inappropriate behavior	Censure, isolation, punishment	Naming without shaming and blaming, focus on solutions, follow through, addressing the belief behind the behavior
Response to dangerous and destructive behavior	Censure, isolation, punishment	Clear follow through without getting in the way of the student experiencing the consequence of their action
Student learning is maximized when...	The adult has effective control over student behavior	The student feels belonging and significance in the classroom

The Positive Discipline School
Terry Chadsey, MST and Jody McVittie, MD
Certified Positive Discipline Associates

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August 2006
The Positive Discipline Association
www.posdis.org

Table 4.1 Schematic of Chadsey and Mc Vittie (2006) showing Traditional American practice versus Positive Discipline practices

Table 4.1 is clear as to what I as the researcher aimed to use as a positive discipline framework especially as South Africa is coming away from a political regime of control and manipulation to one of equality, human dignity, mutual respect and ‘ubuntu’.

4.3 School Wide Positive Behaviour Support (SWPBS)

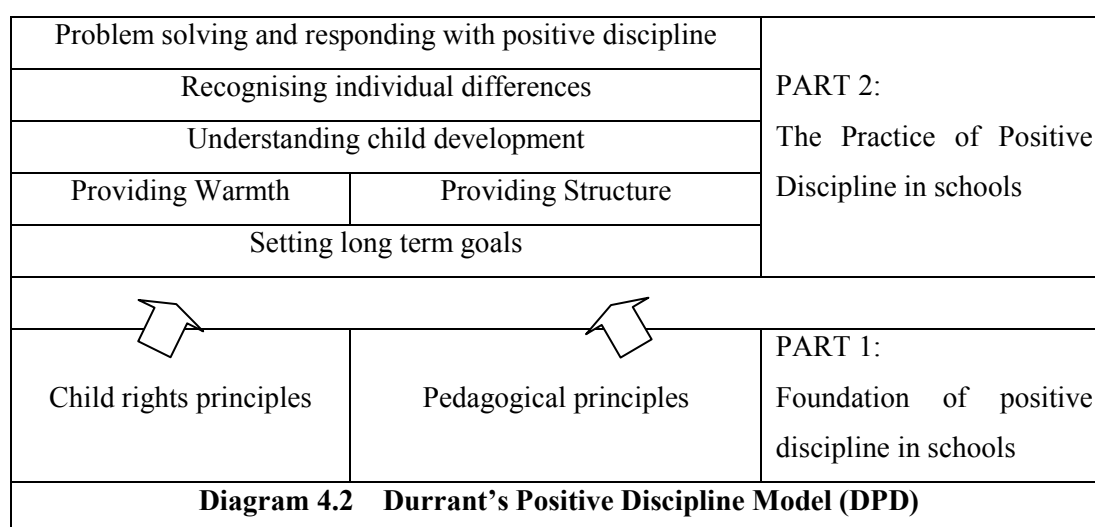
The turn now is to move from the micro level of prevention and strategies in positive discipline when dealing with children at school to a school wide programme that incorporates positive discipline. Osher et al., (2009) states that the SWPBS focus on three main themes: prevention, multi-tiered support, and data-based decision making. Prevention involves defining and teaching a common set of positive behavioural expectations, acknowledging and rewarding expected positive behaviour, and developing and using consistent consequences for problem behaviour (including teaching or re-teaching alternative behaviours). The goal is to establish a positive school and classroom climate in which expectations for learners are predictable, directly taught, consistently acknowledged, and actively monitored. SWPBS schools also provide regularly scheduled instruction in desired social behaviours to enable learners to acquire the necessary skills for the desired behaviour change. They develop effective motivational systems to encourage students to appropriate behaviour. SWPBS schools have classrooms with the same set of common school expectations posted, and teachers develop classroom-level rules and reinforcement systems consistent with the school-wide plan. Classroom-handled behavioural problems and management-handled behavioural problems are clearly defined. Data on patterns of problem behaviour are regularly summarized and presented at meetings to support decision making and practice consistency. At the core is re-strategising and re-planning to improve discipline of the whole school.

To expand on the ideals of positive discipline I cite and present Durrant’s Positive Discipline Model (2010) on positive discipline that was presented to and for the UNO. The choice is conditioned by the fact that the UNO is at the world’s forefront on many pro-social programmes including children’s rights, care and protection development and educational upliftment.

4.3.1 Durrant’s Positive Discipline (DPD) Model (‘Save the Children’, UNO, 2010)

Durrant (2010) has proposed a whole school model (hence referred to as DPD) for ‘Save the Children’, a world renowned organisation with its base in Sweden. This manual expounding the Model on positive discipline is a response to the 2006 World Report on Violence against

Children, a global study of violence against children carried out by the United Nations. The model having the basis of the UN Convention on the Rights of the Child (CRC) is one that suits my thinking as researcher and will be used to analyse the management and leadership of school leaders in their role in addressing learner/school discipline. The model is discussed below. The model is in two parts with Part One laying the foundations of the positive discipline and Part Two is the practical implementation of the structure. To create an overview of the entire model the following schematic diagram is presented.



There are two logical paths to the whole school positive development. The first part explains the principles that underlie the positive discipline approaches. This comprises firstly, of a focus on the child rights principles, and secondly explains the educational and pedagogical principles on which the positive discipline approach is based. The second part describes how positive discipline is put into practice. This comprises of explaining the building blocks of positive discipline in the classroom – setting long-term goals, providing warmth and structure, understanding child development, identifying individual differences and problem solving and responding with positive discipline. The SMT would benefit from understanding the importance of this merging of the two principles to improve discipline in the long term and to lead their teachers on this.

4.3.1.1 Part One of Durrant's Model

Child rights principles

The model is base on the thinking and principles of the UNO and hence the UN Convention on the Rights of the Child (CRC). The Convention specifies several rights that are

particularly relevant to education. These include the right to education, non-discrimination, human dignity, play, express ones views and to be protected from all forms of violence. The second part of the Foundations of Positive Discipline School is ‘pedagogical principles’ This is based on the beliefs and norms that underlie teaching. These are discussed to show how the positive discipline school works.

Pedagogical Principles

The aim is to create a particular thinking in teaching. Once the human rights foundation of education is established, teachers can build an approach to discipline that respects learners’ rights and teaches learners what they need to learn.

The Positive Discipline Approach (PDA):

The PDA is based on several pedagogical principles. First, PDA is holistic and takes into consideration interrelationships among, individual development, learning, behaviour and academic achievement, family relationships and community health. A teacher that understands the community of the learner is better equipped to assist the child. Second, PDA focuses on the child’ strengths, competencies and talents. Third, being constructive, children’s strengths are recognised. Fourth, being inclusive, in PDA children’s individual differences is respected. Fifth, PDA follows that teachers be proactive aiming for long term solution and not short-term ones. Sixth, it is participatory as children are more eager to change when intrinsically involved. This last step has been attempted by the state, by statue, with the implementation of the RCL in all schools with Grade 8 plus giving learners a say in their governance. The SMT are charged to develop leadership qualities of the RCL hence assisting in learner discipline. The study reveals that major incompetence existed in the SMT leading the RCL hence losing one avenue for developing better discipline.

4.3.1.2 Part Two of Durrant’s Model

The Practice of Positive Discipline in Schools

The practical aspect of DPD is in five steps and each will be discussed to show how it fits into the global thinking of positive discipline. Durrant does not refer to them as steps but for simplification it is classified as such. Refer to Part 2 of the diagram above in table format.

Step 1 Identifying Long-Term Goals

Teachers often forget the long term goals that teachers have for learners. Some of them may be to develop morally up-righteous, pleasant, helpful, courteous, perseverant and goal-directed citizens. What happens is that when teachers are in a class that is not interested in the lessons which are just before the exams, teachers often yell, shout, flare up in a temper and even lash out. DPD states that teachers must now think about how their behaviour models all the things teachers do not want in future citizens. This behaviour is copied. This is how it affects our long term goals because teachers want to mould learners to into good citizens. Therefore teachers need to change their own behaviour in class. The table below is a summary to help teachers.

How well do your Short term Reactions lead you towards your Long term Goals?	
Short –term Reaction	Long-term Goals
Criticising	Building self esteem
Slapping	Teaching non violence
Name-calling, labelling	Building resilience
embarrassing	Inspiring happy memories of school and you
Table: 4.3 Turning Short term reactions to Long term goals	

Step 2 Providing Warmth and Structure

Your long-term goals are your blueprints. They keep you focused on the impact you want to have on your learners. Achieving those goals requires two tools – warmth and structure. Warmth and structure will be discussed and their importance of will be shown. Long-term goals for learners will be assisted by providing warmth and structure to your learners. Teachers need to show respect and empathy and be sensitive as it reduces anxiety and helps with attention, learning and memory. Whatever the discipline structure is it must have clear guidelines of behaviour, be consistent, provide reasons for rules, provide opportunities to mix mistakes and allow for independent thinking and negotiation. Durrant (2010, p. 81) says when teachers’ succeed, our interest in the subject grows, our self-image improves and our motivation increases. These changes are sure to help in developing better discipline. A teacher showing respect and empathy would get reciprocated respect and good behaviour.

Step 3 Understanding Child Developments

Teachers are well aware that children change as they grow. Development is an ongoing, never-ending process. It is because children change that we are able to teach them new information and new skills. All learning builds on prior learning – and forms a foundation for future learning. But children do not learn in the same way at every age. Their ways of thinking and understanding change, so the ways that teachers teach them must change as well. In this chapter, the Durrant's explanation of how teachers could reach their long-term goals by providing warmth and structure that are appropriate to learners' stage of development is described. Durrant provides common challenges per age group and shows how the teacher can use the tools of 'warmth' and 'structure' to help the child go through each phase well. Positive discipline requires an understanding of how children think and feel at different stages. I will not detail the theory here but suffice to say Durrant goes on to explain the key aspects of development in each age stage of a child's life from early childhood, 6-8 years olds, 9-12 years olds and 13-18 year olds highlighting crises and points of importance for a teacher to understand children over the ages. To help learners through the stages, teachers need to provide warmth, support and guidance, recognise competencies, strengths, and nurture individual interests. As I postulated that many teachers are not engaged in the above supports and the SMT are not focused in leading the teachers in this direction hence the general poor discipline in South African schools.

Step 4 Identifying Individual Differences

While all children go through the same stages of development, children are not all alike. They go through the stages within different environments and with different personalities, talents and abilities. Durrant discusses some of the unique characteristics of individual children that can affect their learning and behaviour. She goes on to explain at length the various factors that may affect individual children at school. These are: Differences in Home Environments. Cultural Differences. Physical Differences. Differences in Talents and Interests. Temperamental Differences. Information Processing Differences.

Durrant speaks of 'Learning Challenges' which teachers must be aware of. In some cases, learners' information processing difficulties are severe enough to be diagnosed. Some of these conditions are sensory impairments, receptive or expressive language difficulties, and reading, mathematical or attention difficulties.

Teachers, Durrant believes can do many things to recognize and respect their learners' individuality. If one takes one example of mathematical difficulties. A teacher must remember the tools – warmth and structure. Firstly provide warmth by creating such a classroom and provide a structure. Secondly, the structure may be continuously developing by considering information developing perspectives; developing problem solving techniques and other new techniques.

Step 5 Problem solving and responding with Positive Discipline

Sometimes learners' behaviours may be mystifying to teachers. “Why won't she stop talking?” “Why can't he just do his homework?” When you understand child development and recognize the importance of individual differences, you have the information you need to solve these mysteries. As a summary, the first step in problem-solving involves generating as many possible reasons for a child's behaviour as you can think of. As teachers do this, they must be sure to consider all aspects of children's development that were covered above: the child's experiences before entering school; the child's home environment; how children think and understand emotions in this stage; children's social relationships in this stage; children's physical development (brain and body) in this stage; the child's temperament, information processing system and specific learning challenges.

Summary to Durrant's Whole School Positive Discipline Model

Durrant concluding note to teachers is that the model has set out the principles of positive discipline in the classroom– identifying long-term learning goals, providing warmth and structure, considering the child's developmental level, identifying the child's unique characteristics, and problem solving. Teachers have to practice applying these principles to common challenges that arise with learners of various ages. This practice may help teachers, to find solutions to a wide range of challenging situations. She says it is naturally more difficult to think clearly when teachers are frustrated or angry and advises when they feel their anger rising, they must take a deep breath, close their eyes and think about identifying and working with the above.

While the ideal of positive discipline is at the core of my framework, for analysis this is largely a broad scheme in how to ideally discipline children, it is vital to see how this fits into a school and all the component parts of the school. In others words how the teacher in the class, the teacher during school activities, the SMT and principal use the theme of positive

discipline throughout the spectrum of school life? How does the role of the school managers play itself out at school? This thus re-focuses the framework to how positive discipline permeates the school that is ‘whole school positive development’. I therefore review the School Wide Positive Behaviour Support (SWPBS) theory in discipline and move for an integration of the classroom- individual behaviour model with the SWPBS model.

4.3.2 Whole School Discipline Models focusing on School Wide Positive Behaviour Support Models (SWPBS)

I now move the ideal of positive discipline from the individual teacher and classroom to the whole school as I believe its use in isolation at the micro level loses value if not tied up to a whole school . The whole school discipline approach is a known application and one is referred to as School-wide Positive Behaviour Support (SWPBS) (Bradshaw et al., 2010; Chadsey & Mc Vittie, 2006; Horner et al., 2000; Irvin et al., 2009; Sugai & Horner, 2002, 2006; Sugai et al., 2012) or Effective School Wide Discipline (ESD) (Kelly and Vaillencourt, 2012). Irvin et al., (2009) regard School-wide Positive Behaviour Support (SWPBS) is a systems approach to establishing the social culture and behavioural supports needed for all children in a school to achieve both social and academic success. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies. The core elements of SWPBS are integrated within organizational systems in which teams, working with administrators and behaviour specialists, provide the training, policy support and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai & Horner, 2006). SWPBS emphasizes the application of evidence-based behavioural technologies in the larger context of the classroom, school, and district (Sugai et al., 2012), and is guided by three main tenets: (a) prevention, (b) theoretically sound and evidence-based practice, and (c) systems implementation.

The system rests on the plan that invests in prevention of disruptive behaviour; establish efficient systems for identifying and responding to at-risk youth early; build the capacity for highly intense interventions with the small number of students with chronic problem behaviours; and collect and use information about student behaviour to guide ongoing improvement (Horner et al., 2000). It is a known that the school encounters various intrinsic social components and the structures for discipline need to be structured as the school is a

formal setting. While this is the case this study is not using a theoretical framework of the systems or behavioural approach per se' albeit the structure of school discipline has to be systematised and structured for better management.

Sugai and Horner (2006) explain the basis of the whole school discipline and talk of levels of strategies. The primary, being the prevention of indiscipline for the whole school. The secondary, for the 'at-risk' learners and the tertiary level for the special case of severe indiscipline. The diagram below explains graphically (Sugai and Horner, 2006, p. 247).

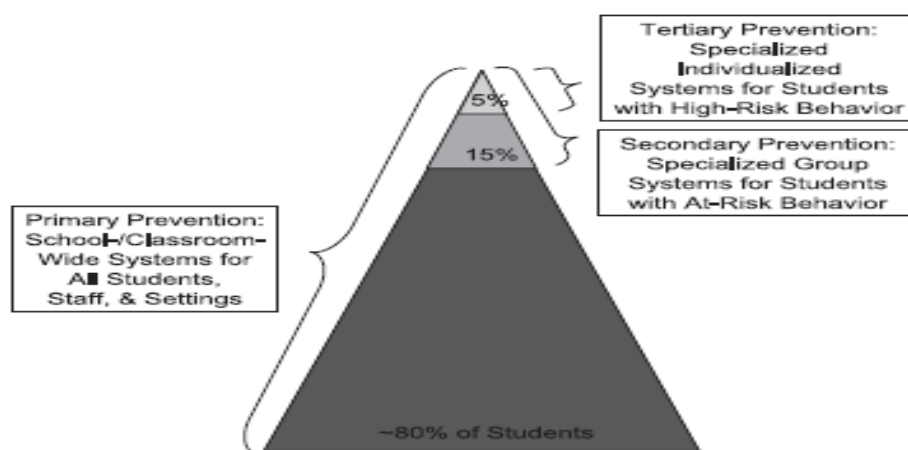
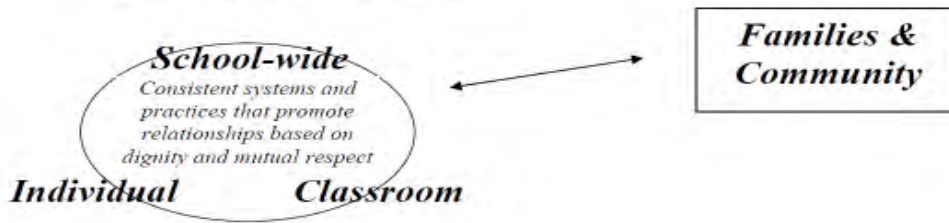


Figure: 4.4 The Three-tiered prevention continuum of positive behaviour support (Sugai and Horner, 2006).

4.3.2.1 Chadsey and Mc Vittie School Wide Positive Discipline Model

Chadsey and Mc Vittie (2006, p. 6) speak of the positive discipline model in learner discipline, and propose a whole school model that encompasses the theme of positive discipline. They speak of an ideal as having the three components: “school wide”, individual and classroom discipline based on “consistent systems and practices that promote relationships based on dignity and mutual respect” with a link to “family and community” (p. 6). Building effective learning communities requires respectful relationships at all levels. As the diagram of Chadsey and Mc Vitte below displays at the ‘school wide’ level there is the individual, the classroom; and integral to learner discipline is the family and or the community.

Building effective learning communities requires respectful relationships at all levels



**Figure: 4.5 Diagram on School wide Positive Discipline model
(Chadsey and Mc Vitte, 2006)**

They propose a year to year plan with introduction of the model with year one being most important and year two and three with some additions. Thereafter, the model can operate by being sustained with constant training and development especially to new staff and learners. They believe that the leaders must work and develop on these categories from year one to three after setting the schools thinking on the following factors. They include:

1. The school must recognise that learning has take place when the school has a simultaneous focus on school climate and academic instruction.
2. Discipline policies and procedures that are clear and well understood by all members of the school, focus on teaching skills rather than sorting and separating learners, are founded on respect and dignity.
3. The school provides the resources necessary to support its intended goal.
4. The school philosophy is explicit about respect and dignity.
5. The school is committed to putting theory into practice in a ‘step-by-step’ process.
6. The school is committed to continuous improvement of individual actions and systems through: data collection, evaluating and reflection, data based decision making.

The idea is to set the policies up do continuous data gathering on discipline and other relevant information and build on the aspects above. The important aspects of the model comprise of developing a three year plan, developing a positive discipline model which is accepted by all concerned, staff must be work-shopped on it, school leadership must be committed to the plan and principles of positive discipline and a multi-behavioural support team must exist and it must develop consistently with data analysis of the crises at school.

4.3.3 Summing up SWPBS

While suggesting it works Sugai et al., (2012) are critical of various aspects of the whole school system and suggests points of criticism, as:

an implementation framework, SWPBS provides best-practice guidelines for enhancing school climate and classroom management; however, the actual look, feel, and sound of what is and how it is taught varies based on contexts and learning histories of students and staff and family members... Thus [they] advise that to maximize the outcomes of the evidence-based practices that are included in the SWPBS framework, schools must implement [it] with fidelity... However, this implementation can be enhanced further by considering the cultural context and learning history of students and family, faculty, and community members. (Sugai, 2012, p. 204).

This is particularly relevant in multicultural South Africa post 1994 which is still decades later undergoing integration. Because SWPBS has behaviour analytic foundations, we have proposed that culture is a reflection of a collection of common verbal and overt behaviours “that are learned and maintained by a set of similar social and environmental contingences (that is, learning history), and are occasioned (or not) by actions and objects (that is, stimuli) that define a given setting or context (Sugai, 2012, p. 204)”. In sum they firmly believe that when developing and implementing SWPBS the learners’ culture influence how they perceive policies and even simple “western” language and thus this has to be factored into the whole school policies. This is similar to Durrant’s model which caters for the cultural and other individual difference of learners and is complementary. This consideration is vital in developing better learner discipline in South African school due to vastly diversified learners still grappling with integration as observed in the study.

Osher et al., (2009, p. 48) states that school wide interventions, regardless of their roots, create cognitive and behavioural ecologies that promote both situational order and student learning and development. Then Horner et al., (2000, p. 1) states “a simple, clear roadmap for building school-wide discipline has yet to emerge. Without this roadmap, establishing proactive and safe school disciplinary systems in schools is formidable and forbidding”. Nevertheless Bradshaw et al’s., (2010) five year longitudinal study of thirty seven school found that schools trained in School Wide Positive Behaviour Interventions and Supports

(WPBIS) implemented the model with high commitment and experienced significant reductions in student suspensions and office discipline referrals.

4.4 Conclusion to Theoretical framework on Learner Discipline

As researcher I used the positive discipline models above as a foundation for the ideology on which discipline maintenance should be based in the present time in South Africa. South Africa is a fledgling democracy which has legislated away from autocratic control to democracy, human rights, equality and freedom. Positive discipline has resting at its core mutual respect, dignity and humane treatment of children and it is this that runs in sync with present South African Constitution and education system, especially learner discipline. Then I combined this with the SWPBS policy and use them both while capturing and analysing the data on learner discipline. What the individual teacher does in class is as important as what the SMT does to manage the whole school, hence my dual focus in the theoretical framework on discipline.

The attention of this study literature review now turns to the second theme of the study that is, schools leadership and the underpinning frameworks chosen. In the next section, I explain why I underpin the study with the transformational and distributed leadership theories. I first focus on transformational leadership.

4.5 Regarding Leadership- A Framework Underpinning the Study

The school is a dynamic place with many little people, each with their own idiosyncrasies and tales to tell. The post 1994 South African child is more questioning, demanding of rights and freedom to choose, and expect transparency. The Constitution (1996) and the flurry of democracy-driven laws added to the rise of a new type of learner. They are not the silent, ‘*obey me*’ learners of the past. This is coupled with a newer multicultural emerging mix school goers and it brings another dynamic of challenge. With the township –urban exodus of African* learners the urban and town-schools are integrated at a pace unnatural and at times seen to be too quick. (In this study for clarity the term African refers to the native African group largely from the Nguni African group who at times were referred as ‘Black’ South Africans by the Black Consciousness Movement). School success at some schools dropped in certain sectors while trying to adjust to the changes. These issues in South Africa cry out for transformational leadership. The school leaders of today must understand how to use policy to cope with this new democratic, cosmopolitan South Africa. There is need is for leaders

who fit into the present post apartheid South African schools. Schools have many challenges inter alia academic results, sporting success, cultural development, personality moulding with social evils like drug abuse, alcoholism, teenage pregnancy, HIV and AIDS with infected and affected people. From the transformational theorists' perspective of change, in management of schools, to decentralisation, transformation is connected to how to '*raise the bar*' (with school results) (Leithwood, et al., 2004). There is a need for transformation per se in school management and leadership, perceptions of discipline, human relations, work ethic, school governance, capacity building and general school management. There is also a need for morally sound transformational leaders in present South Africa, hence my choice of the transformational model of leadership as a framework for the study.

4.5.1 Transformational Leadership

4.5.1.1 Background and Rationale

A review is made of the early origins of the theory with a glance at popular authors on transformational leadership. This is followed by a review of its application to schools. Leithwood (1994) notes that transformational models of leadership, was initially captured in the classic writings of Burns (1978) and Bass (1985), have their roots in the challenges faced by leaders of organizations struggling to survive due to economic strife of downsizing and with the effects of globalization during the 1980s and early 1990s. Leithwood (2005, p. 37) stated it initially rose in the developed countries when the 'restructuring' occurred with decentralisation and site based management but in the last decade has grown to imply transforming other aspects of the school also. Leithwood says in the last decade the move of transformation has moved to in essence the reforming of the school to bridge the gap between those learners who are producing poor results by virtue of their historic and other social situation. This makes transformational leadership very relevant in South Africa today with the after-effects of apartheid still present in schools as Jansen (2012) talks of the 'two school' situation in the country.

Max Weber is the one credited with the origins of the transformational leadership thinking with heroes that transformed the world. His idea of charismatic leaders was those who aimed to make positive change to the organisation at their charge. They were the heroes of change for the better till ousted by the bureaucratic or traditional authority. Weber developed a more trait approach to leadership. According to Weber '*charisma*' is specific quality of leaders'

personality, by virtue of which they are set apart from ordinary people and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. These are not accessible to the ordinary person, but are regarded as of divine origin or as exemplary, and on the basis of them the individual concerned is treated as a leader. MacGregor Burns studied Max Weber and reasoned that transactional leaders were like the bureaucrats, and charismatic heroic leaders were the transformation leaders. Like Weber, Burns reasoned that moral values were central to leadership. For Burns, the transforming leaders focused on ends, while the transactional leaders negotiated and bargained over the means.

Burns bases his theory of transactional and transformational leadership on Kohlberg's stages of moral development and Weber's (1947) theory of leadership and authority. 'Moral value leader' emerges from, and always returns to, the fundamental wants and needs, aspirations, and values of the followers. There is lead to have a relationship not only of power but of mutual needs, aspirations, and higher values. 'The amoral leader' is for Burns neither transactional nor transformational. Amoral leader is for Burns an oxymoron that is a contradictory term; hence not possible. Only the moral leader with higher purpose can be transactional or transformational leader. The two types of moral leaders can be "transactional" or "transformational". They lead with transcendent values (the ends over the means) e.g. liberty, justice, equality and collective well being.

Bass (1999) states the other leaders in the theory of transformational leadership argued that: first, transformational leadership is universally applicable. Second, regardless of culture, transformational leaders inspire followers to transcend their own self-interests for the good of the group or organization. Third, followers are motivated to expend greater effort than would usually be expected. Fourth, transformational leadership hierarchically superior to transactional leadership as they are able to expand the subordinate's needs with a focus on more transcendental interests. Fifth, the transactional leaders work within the organizational culture as it exists but the transformational leader changes the organizational culture

4.5.1.2 The specifics of Transformational Leadership

Transformational leadership is reviewed over its history, focus and rationale and appropriateness for school leadership.

Background: The wave that moved the focus on leadership seemed to settle in the 1990's to present, in the 'transformational leadership' mould. This is due to what becomes the world's 'institutional thinking'. As Leithwood and Jantzi (2009a) stated that it in the last decade grew to imply transforming other aspects of education and the school. The world wanted change for the better, for the underdog, for amelioration of the lot of the lower socio economic classes, for empowering the people long lost to democracy and we in most parts of the world are still there, hence the predominance of this approach to leadership which is apt especially to South Africa.

Gunter (2001, p. 97) states that transformational leadership has been globalised as the means by which principals can respond to the demands of reform to achieve appropriate and effective learning outcomes through turning the school into (and using Leithwood's words) a 'high reliability learning community'. She goes on to explain that it is not just structures and systems that the leaders create but the followers must "feel" the leadership. This is going back to the early thinkers of this model, which is the 'charismatic leader'. According to Kok (2004); and Young (2007) transformational leaders focus their efforts on the objectives of the organization. Yukl (1999) says they clearly communicate these objectives to members of the organization and foster an environment in which all members of the organization are clearly committed to achieving its goals. In this transformational leadership scenario, employees feel that the leader has empowered them to achieve both their own goals and those of the group. According to Ross and Gray (2006) the most consistent findings link transformational leadership to organizational learning, organizational effectiveness, and organizational culture often measured as a global trait, transformational leadership is a multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration. All transformational approaches to leadership emphasize emotions and values and share in common the fundamental aim of fostering capacity development and higher levels of personal commitment to organizational goals on the part of leaders' colleagues. Increased capacities and commitments are assumed to result in extra effort and greater productivity.

Rationale: Leithwood (1994) conceptualises transformational leadership along these eight dimensions: First, building school vision. Second, establishing school goals. Third, providing intellectual stimulation. Fourth, offering individualised support. Fifth, modelling best practices and important organisational values. Sixth, demonstrating high performance

expectations. Seventh, creating a productive school culture. Eighth, developing structures to foster participation in school decisions.

Then Leithwood and Jantzi (2009a, p.39) state that transformational leaders appeal to personal goals and values of their organisational colleagues and work to elevate and transform those goals in the collective interest. They say the move in the past decade is a focus on transformation of the developing school by ‘raising the bar’ and ‘closing the gap’. This means increasing the academic achievement and closing the gap between the learners who traditionally do well and those who don’t. This has led to many ‘improvement tools’. They present the ‘tools’ for improvement: firstly, creating quasi markets in which schools must compete for students (learners). Secondly, restructuring the schools to increase the voice of parents. Thirdly, legalising additional or different course completions for secondary learners. Fourthly, setting higher curriculum standards. Fifthly, introducing higher stakes testing programme. Of them all the second is least criticised for success (Ibid. p. 42).

A critique: of transformational leadership exists. Gunter (2001) quotes various authors such as Allix, Ball and Watkins who critique transformational leadership as nothing but a ‘top-dog theory’ that meets the needs of management control and Blackmore who takes a feminist stance in her critique. Currie and Lockett’s (2007, p. 341) study of secondary schools in England shows the ineffective implementation of transformation leadership within public service organisations by policy makers. Firstly, it promoted a narrow variant of transformational leadership which was resisted by teachers and principals. Secondly, the contextual factors of the public service organisation were not taken into consideration. Thirdly, policy makers themselves rather than school leaders transform the context within which leadership takes place. Lee (2014) presents a critique of transformational leadership. First criticism is on the transformational leaders are presented as ‘great men’ and Bass presents a heroic bias of such leaders and this brings in the “Hitler problem”. But Bass (1999) defends by speaking of ‘pseudo-transformational’ leadership. Lee counter critiques him stating that he fails to fully explain how to identify pseudo-transformational leaders. Thirdly, Lee states this leadership implies influence of the leaders on followers, is unidirectional and aims to put the organisation above the followers and; Lee (2014, p. 3) says the impression is that transformational leaders are autocratic and antidemocratic remains. Fourthly, followers are at a risk of fulfilling the leader’s vision however impractical or deceptive it may be.

Finally this leadership is criticised as lacking in conceptual clarity which makes measuring and explaining its effectiveness.

Lee (2014) adjusts, by informing a revised version of transformational leadership replaced the term “charisma” with “idealised influence” and added another component, which was referred to as ‘inspirational leadership’. ‘Inspirational leadership’ is the ability to arouse followers’ emotions. Together these four components; intellectual stimulation, individualised consideration, idealised influence and inspirational leadership, are known as the ‘four I’s’ of transformational leadership. Later, Leithwood and his colleagues (cited in Leithwood & Jantzi, 2009a, p. 46) have presented these aspects of the transformational model: Firstly, it depends not at all on charismatic practises. Secondly, it assumes wide distribution of its practices. Thirdly, it focuses on capacity building of staff as well as motivating them. Fourthly, it takes the creation of opportunities for collaborative work among staff as a major challenge to be addressed. Fifthly, it acknowledges the interdependent relationships among leadership and managerial activities. Sixthly, it works towards the creation of roles in schools for parents and community members’ partners and co-producers of learner learning. They go on to present the 3 broad categories of leadership practices of this transformational model. They are:

- Setting directions
- Developing people
- Redesigning the organisation

A review of salient aspects of the early origins of the model and an analysis of the conceptualisations above helps in a study on how leaders relate to learner and school discipline.

On the less negative side: firstly empirical evidence of the successes of transformational leadership is clear. Nemanich and Keller’s (2007) study revealed it positively related to acquisition acceptance, supervisor rated performance, job satisfaction, goal clarity and support for creative thinking. Hence it was effective in organisation of employees. Jung et al., (2008, p. 582) found that their study data from 53 Taiwanese electronics and telecommunications companies generally supported that transformational leadership increases organizational innovation. Their findings also revealed indirect effects mediated by empowerment, climate of support for innovation, centralization, formalization, competition, and environmental uncertainty. Various studies show the positive results of transformational

leadership in industrial level and productivity (Garcia'-Morales et al., 2012; Howell & Avolio, 1993), and national level (Howell & Avolio, 1993; Walumbwa et al., 2005), and in profits (Hofmann & Jones, 2005) as cited in Lee (2014). Secondly, transformational leadership bases vision on collective interest rather than the interest of the leader alone. Thirdly, transformational leadership speaks of change where leaders transform their followers increase their awareness of salient issues and encourage them to develop themselves (Yukl, 2012).

Most school restructuring initiatives require significant capacity development on individuals, as well as whole organizations. Restructuring also depend on high levels of motivation and commitment to solving the substantial problems associated with the implementation of restructuring initiatives. This is of great value to schools according to Leithwood et al., (2000, p. 112) transformational approaches to leadership have been advocated as productive under these conditions, and evidence suggests that transformational practices do contribute to the development of capacity and commitment. Their study with a sample of 1,762 teachers and 9,941 students found that these transformational socio-psychological effects actually result in organizational change and enhanced organizational outcomes. Ross and Gray's (2006) study found that transformational leadership directly affected teacher commitment, and commitment to school mission which was the strongest outcome and important one as it was a strong predictor of group effectiveness. Then, Leithwood et al., (1999, p. 21) claim that transformational leadership is the model that comes closest to providing a comprehensive approach to leadership although he subsequently states that "transformational leadership practices ought to be considered a necessary but not sufficient part of what effective leader's do, referring also to issues of school context.

With that said there is a need in South Africa for the development of transformational leaders to help transform South Africa into a harmonious cosmopolitan country, integrate all sectors of the school (especially parent community) and to transform the lot of the historically disadvantaged schools. Transformation in leading and managing school discipline is most relevant in present South Africa remembering the need to move smoothly and effectively to effective democratic structures considering the historic apartheid past.

4.5.2 Distributive Leadership (DL)

The study aims to unearth the role of the SMT in managing and leading learner discipline. The essence of how the SMT handles discipline is to be targeted. How distributed leadership

affects this managing and leading is of importance. What role distributed leadership plays in enhancing, if at all, discipline and how it does is of importance. In this section, I focus on the rationale for distributed leadership in South Africa, the essence of the theory, the positive side of it and a criticism due to challenges and then some implementation techniques.

The rationale: The rationale for the distributed leadership stance is based on the essential move from apartheid to democracy. South Africa has had a restrictive, autocratic past with a controlling apartheid government - the majority of the people had restrictions placed on their daily lives and activities. People had no basic rights and mind control was the order of the day. Due to the development of democracy in South Africa the ideal was the move to a collaborative and participative mode in all things, including in education. The ideals of working collectively, sharing responsibilities, being transparent aimed to 'put right' the past. Collegiality is said to be the 'emerging paradigm' post 1996. The Constitution (1996a) has driven the emergence of legislation to bring in all modes of democracy. Hence, noted in terms of the Norms and Standards of Educators (RSA, 2000a), there are seven roles of the educator and one is "Leader, administrator and manager" that states, "The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structuresperformed in ways that are democratic..." (RSA, 2000a). This speaks to team participation, the emergent SMT structure and teacher leaders with distributed leadership in the collegial mould. In the post 1996 period on the grounds of policy, management and leadership has come to be team-based and distributed.

On the international front when interviewed and asked about the 21st century school leaders internationally, renowned author and practitioner Leithwood commented that over the past fifteen years, the context of accountability, and the need to assess the extent to which goals are being reached, is the first change and second is the fact that different leaders are either committed to the education department's goals or their very own. To this Michael Fullan agrees it has moved toward a more transparent, collaborative, whole-system focused approach. We now see that leaders, wherever they are in the organization, have a system-level responsibility.

Certainly, whether you are a school or a district leader, you need to focus on developing the whole organization and developing the capacity of others" (Fullan, 2001, p. 2). Principals

must be willing to move away from the acceptance of schools as hierarchical organizations requiring a top-down approach to management and leadership. They emphasize the participative models which emphasizes the nature and importance of engaging organizational members [in this case the school] in decisions about the purposes and nature of their work. The collegial stance comprises the aspects of participative or the sister term, distributed leadership. As Bush and Glover (2003, p. 8) say, “Participative leadership ... assumes that the decision-making processes of the group ought to be the central focus of the group”. This leadership model has at its core three assumptions: firstly, participation will increase school effectiveness; second, participation is justified by democratic principles; and third, in the context of site-based management, leadership is potentially available to any legitimate stakeholder (cited in Leithwood et al., 1999, p. 12). The central argument is that school leadership is best understood as a distributed practice, stretched over the school’s social and situational contexts. It is not simply a function of what a school principal, or any other individual leader does (Lumby & Coleman, 2007; Mosuetsa, 2008; Spillane et al., 2000). Spillane (2005, p. 144-145) conditions the definition by saying that distributed leadership is not simply multiple individuals take responsibility for leadership in schools but, “this ‘*leader plus*’ view, however, is just the tip of the iceberg because, from a distributed perspective, leadership practice that results from interactions among leaders, followers, and their situation is critical”. Van der Mescht and Tyala (2008, p. 223) states that there is in literature, a strong support for management through teamwork and thus the move towards formalizing team management in school contexts through establishing SMTs is justified. Spillane, Halverson and Diamond (2001), say in distributed leadership, leadership practice is ‘stretched’ over leaders, followers and the situations.

Spreading collaboration to learners is also important. While the issue of collaborating exists in the sphere of the adult school leaders – the SMT including principal, and the teachers as leaders, it is relevant that the theme of collaboration be spread to that of the learners. In a study on learners perceptions on collaboration relating to school discipline Strauss (2006) found that learners : “came out strongly in support of collaborative rule-making and were keen to have an input into the school's disciplinary structures. The potential advantages far outweighed any possible disadvantages” (p. 60 and p. ii). He further found that the findings support both Bernstein's (1996) principle of pupil participation and the premise of pupil input into Codes of Conduct as detailed by the South African Schools Act (1996). In studying

school discipline it is incumbent that leaders in developing policy collaborate with all stakeholders especially those most concerned that is, the learners.

The role of the designated leaders: The place of the designated leaders, (principal and SMT) still stands in place while expounding teacher leadership. Grant (2008, p. 89) states that it must be emphasised at this point that pursuing teacher leadership within different communities of practice in a school does not suggest that the role of the principal becomes redundant. On the contrary, the role of those people in formal management positions is critical in enabling teacher leadership and creating opportunities for teachers to lead through the creation of a culture of collaboration and by using the strengths and talents of the individual teachers. She refers to Harris and Muijs (2003), who also believe that the task of the SMT becomes one of holding “the pieces of the organisation together in a productive relationship”. The principal as delegated head of the school can manipulate the essence of distributed leadership. Ramatseba’s (2012, p. iii) study of successful schools in the township of Soweto found that principals were very necessary and their shared leadership is what assisted in school success. Mosuetsa (2008) also concurred that the principal’s collegiality with an initiation of a positive school culture assisted in improving the culture of teaching and learning. According to Van der Mescht and Tyala (2008) cohesion or cultural support is widely acknowledged as a key characteristic of effective teams. Cohesion refers to the extent to which team members ‘cohere’, feel that they belong and are happy to work together. It also refers to the extent to which team members agree on and identify with the work at hand, and clearly links with structural support in the sense that a team which knows its role in the organisational structure as a whole is more likely to feel a sense of belonging and purpose.

Teacher leadership and DL: A clear link exists between distributed leadership and teacher leadership. Distributed leadership links to teacher leadership as Muijs and Harris (2003) state as the limitations of the principal as the ‘charismatic head’ appears the move to teacher leadership with collaborative working has emerged. They add that teachers develop expertise by working collaboratively. Khumalo and Grant’s (2010) study findings reveal that the majority of teachers generally perceived leadership as a shared, collective endeavour. Teacher leadership was identified in relation to teachers’ own teaching within their classrooms as well as in relation to teachers working with other teachers in curricular and extra-curricular activities. Elaborating further, Lumby (2012) argues that the allocation of tasks can simultaneously reflect management delegation, a division of responsibilities

between individuals and also the sharing of mutual responsibility that creates the distribution of leadership. This distribution of leadership incorporates the view that varieties of leadership expertise are distributed across the many, not the few. The distributed leadership has a predisposition to work well in schools as the individual proposed team member are often academically and professionally qualified. The premise being that it works less well in situations where the personnel have little expertise in the field making leading difficult.

On a practical level: What should leaders subscribing to distributed leadership do at school level in practical terms? Mosuetsa (2008) found that the principals who were collaborative leaders involve educators and other stakeholders to participate in decision-making. Firstly, they attended SMT Skills workshops. Secondly, they are empowered to manage and make constructive decisions for their schools. Thirdly, they build teams and encourage one to support one another, with shared knowledge and skills and also this avoided individuals from isolating themselves. Fourthly, educators attend workshops and have also established school subject teaching clusters with the surrounding schools where they share their problems and come up with solutions.

To make distributed leadership more effective Kanjere's (2001) study recommends some expectations of the principal to empower the SMT which are: firstly, develop team vision. Secondly, setting individual and team goals. Thirdly, do the above with joint decision making process. Fourthly, develop team work attitude and team spirit. Fifthly, celebrate success. Sixthly, develop conflict management skills. These will empower the SMT to develop creative strategies in leader discipline as with the principal empowering them they will empower others under their wing. In distributed leadership it is important that the strengths of each member of the SMT to be harnessed for the capacity building of others and fulfilment of the school's vision.

Some strengths of DL: There is a positive side of distributed leadership. Various studies have revealed the value and effectiveness of this type of leadership especially in the post apartheid South Africa (Govender, 2012; Grant, 2008, 2010; Khumalo & Grant, 2010; Singh & Manser, 2002). Singh and Manser's (2002) study found that a far greater sense of ownership than the previous bureaucratic style permitted is created with a collegial leadership style. This sense of ownership is further enhanced by the creation of a shared vision statement for the school. Also, in her research study Mosuetsa (2008) found that principals' collegial

leadership assisted the school maximise learning outcomes. Van der Mescht and Tyala (2008) summarise their findings on the strengths of distributed leadership and says: Firstly, benefits of team management exists. Secondly, sharing the workload - the principal could share the workload and also get “experts” in the field to assist. Thirdly, staff development and empowerment - the sharing of leadership roles help build on the strengths of the educators and allows for empowerment. Fourthly, site-based policy development – it allowed for the development of school based policies and programmes unique to the particular school rather than using the generic DOE guidelines. Fifthly, participation and commitment - the most valued finding was that the educators got highly committed in school matters when they were involved.

Shortcomings of DL: There exists some short coming or challenges to distributed leadership. Van der Mescht and Tyala (2008) speak of the ‘leadership tension’: ‘holding on’ versus ‘letting go’. It is believed that a significant threat seems to be the tension school heads may experience between “holding on and letting go” (Macbeath, 2005, p. 354). This refers to a tension between a desire on the part of school heads (principals/head masters) to ‘let go’ and enable the distribution of significant responsibilities, and the opposing desire to ‘hold on’ for fear of losing control and perhaps being exposed in the event of team failure. Tensions like these are increased by the apparently universal phenomenon of increased state control within an espoused climate of school based management (Bush, 2008; Gunter, 2005, p. 29; Van der Mescht and Tyala, 2008).

There are challenges to distributed leadership and the question arises, can real distributed leadership really exist? While the ideal of distributed leadership exists there are repeated studies that indicate that the nature of distributed leadership though believed to be in existence is not truly the case. In this regard, Grant and Singh (2009) found in their study that it emerged that a form of teacher leadership existed in each of the two schools studied but within a hierarchical school structure and authorised distributed leadership. SMT members used their legitimate leadership positions to delegate leadership to people they saw fit for the role, while they withheld leadership from others. This distributed form of leadership can be described more appropriately as ‘fluid and emergent, rather than a fixed phenomenon’ says Gronn, (2000, p. 324). The Gronn (2008, p. 141) says “distributed leadership is shown to be largely unremarkable, especially in light of the continuity between current writings and those of early generation scholars”, and says thought it may point of being democratic it is not

always the case. He also says that distributed leadership exerts power and influence and though said to be distributed does not accommodate the use of power (Gronn, 2008, p. 141). Conco's (2004, p. ii) study of sixteen schools in KZN found that in most of the roles and responsibilities performed by the School Management Teams (SMTs) (both curriculum and administrative duties) hierarchical management structure was still evident in schools. Also found was that while the principals involved the members of the SMT in decision-making they [often] did not make use of their input. Thus she states that it was evident that there was an element of mistrust and fear on the side of the principal relating to the delegation of powers to other members of the SMT. The critique on distributed leadership by Spillane (2005, p. 149) can best be said by his words and he says, "Shared leadership, team leadership, and democratic leadership are not synonyms for distributed leadership. Depending on the situation, a distributed perspective allows for shared leadership. A team leadership approach does not necessarily involve subscribing to a distributive perspective in which leadership practice is viewed as the interaction of leaders, followers, and situation. Similarly, a distributed perspective allows for leadership that can be democratic or autocratic. From a distributed perspective, leadership can be stretched over leaders in a school but is not necessarily democratic".

Continuing on the challenges to distributed leadership, I note while distributed leadership is important as mentioned above it is vital that the management teams are empowered. Kanjere (2001) in an intensive PhD study found in her study of empowerment of the SMTs that firstly, the success rests on principals as accountable leaders who can create strong bonds within the team needed good human relations. Secondly, the management teams were not empowered. Thirdly, the lack of empowerment strategies and materials negatively affected the management teams and de-motivated them. Thus distributed leadership may not work or work effectively if the leadership is not empowered. In the same vein, Van der Mescht and Tyala noted, from their study, threats or challenges to team management or participatory model of leadership existed (2008, p. 332-333). They noted firstly, difficulty in making up the acceptable team (that is at times it was difficult to get the team working in cohesion; with differences of opinion and personality clashes this often results in the principal's energy and time being spent in trying to keep the team together rather than on the work at hand). Secondly, difficulty keeping to DoE policies, that is, in managing and leading the school on a day-to-day basis, some teachers found the team coming into conflict with DoE policies and it influenced the team effort. Thirdly, different levels of competency (that is, while some

teachers were competent and excelled in the teams others displayed laziness). Fourthly, disloyalty to team - some team members displayed disloyalty and even try to sabotage the team work.

In closing, Van der Mescht and Tyala's (2008, p. 221) study found that while principals generally welcomed the SMT, "there were fundamental tensions surrounding principals' understanding of their leadership roles in a team". The successful implementation of teamwork in a school is likely to require structural as well as cultural support. The most important change required is a shift in how leadership is perceived, and leadership practices that involve distribution of responsibility are more likely to succeed than those which cling to traditional 'heroic' leadership approaches. This is vital in managing learner discipline as there is no place for autocratic leaders managing present challenging learners in present schools. Singh and Manser's (2002, p. 62) study revealed that the use of available resources in historically disadvantaged schools coupled with a collegial management structure can improve the matriculation results [as a yardstick for school success]. This applies to discipline also as it means simply transferring the strategies used to learner discipline. Van der Mescht and Tyala (2008, p. 234) conclude that the principals' team management in general is beneficial to the schools as site based management occurs and concurs with the findings of Walker and Hallinger's (2010) study. Similarly, on an international note, Lambert's (2006, p. 253) extensive study findings of fifteen schools in Canada let her to conclude that "if principals can be prepared to hold fast to values while letting go of power and authority, schools are more likely to attain lasting school improvement".

4.5.3 Summary to Theories of Leadership used as Theoretical framework

I believe when all is said on the challenges to distributed leadership, its strength lies when it combines with a transformational leader hence still giving room for the principal to lead. This affects leading in matters of discipline. How the SMT creates discipline structures, manages them, allows for creative distributed leadership, including teacher leadership, will affect school discipline. This explains my choice of these theoretical frameworks that underpin my study. The aim in using the models above that is, transformative and collegial are due to the unique position South African schools are in grappling with real transformation post apartheid. They are relevant and frame the study well. It was used to find out what exactly

was being investigated, what was the best way to research it and then to form a base on which to analyse the data obtained.

4.6 Summary

The two fold nature of the study brought into play the use of theories from the discipline and leadership spheres. The interplay of the two spheres of the school necessitated the need for the multi-dynamic approach in data analysis with a framework for studying the role of school leaders in addressing learner discipline. The choice was in using *positive discipline* practices with *whole school discipline* on one hand, and *transformational* and *distributed leadership* on the other. The former was determined in part due to the need for a more humane and holistic manner of managing discipline noting the restrictive historic apartheid past of South Africa. The leadership theory was determined in part to the need for transformation in all sectors of education in South Africa and to test how openly shared duties assist in learner discipline.

CHAPTER FIVE

METHODOLOGY AND RESEARCH DESIGN

5.1 Introduction

Chapters Two and Three presented a literature review on discipline and on leadership respectively, while chapter four spoke to the framework that guided the study. Chapter five explains the methodology and methods used to gather data from the case studies with discussion for the chosen path of research. This study was designed to understand the increase in learner indiscipline in South Africa and the perceptions in particular to indiscipline increase in the post apartheid period with the coming of democracy. With school leaders steering all aspects of the school and discipline, the purpose of the study fell on investigating the role of school leaders on learner discipline. The focus of the study was to understand how the leaders perceived, understood and experienced learner discipline. It aimed to study their frames of reference and the theoretical framework above showed how complex their frames of reference might be. The changes coming with democracy, the challenges from all quarters - learners, state decentralisation, new roles of leaders, etc -made this a qualitative study where in-depth analysis had to be undertaken. Chapter Five outlines my ontological and epistemological stand in the research and why I opted for a multiple case study comprising of three different types of schools as case studies. In short Chapter Five describes the placement of the study, in a particular paradigm that is the interpretivist paradigm, into a particular research design that is the multiple case study design using particular participants, data collection and analysis strategies; and makes a declaration of subjectivity.

5.2 Research's Experiences and how they connect to the Research Problem

My paradigmatic stance or philosophy influences my research design and directs the study to particular methods in obtaining data for the research. The paradigmatic stance of my study rested on my ontological and epistemological assumptions as researcher. Neuman (2005) refers to ontology and epistemology as the two areas of philosophy that relate directly to the major approaches in social science while Keating and Della Porta (2010) have identified five levels of social inquiry. They suggest that most basic is that of ontology, what the social world consists of, how far concepts correspond to real phenomena and what the building blocks of analysis are. The second is epistemology, of how we can know about the world,

even if it does somehow exist. The third has to do with approaches, schemes of analysis often based on assumptions about relationships, for example between rational-choice, actor-based approaches and culturalist or socio-biological approaches. The fourth is about methodology, the way in which we operationalise our concepts and choose to analyse them. The fifth is methods, which we see as means of gathering information. They go on to argue for pluralism of approaches rather than confining to the rigid structure above. I further this argument later and follow this scheme.

Two basis positions within ontology are the realists and the nominalist, both at opposite ends of a continuum. Realists see the world as out there just waiting for the researcher to discover it in its pre-existing categories. ‘Nominalists’ believe that humans never directly experience a reality ‘out there’. Ontology further is the nature of the knowledge and of reality. The stance taken is that people always see the world and its events through their interpretations and inner subjectivity that is, due to their subjective cultural beliefs, personal-biological and social-psychological world views. This is the view I as researcher hold and it leads me to an interpretivist paradigm.

Epistemology is the study of knowledge, the acquisition of knowledge, and the relationship between the knower (research participant) and the would-be knower (the researcher) says Ponterotto (2005). Henning, et al., (2004, p. 15) states that the concept derives from the Greek work “episteme”, that is their term for knowledge; simply meaning the philosophy of the knowledge or “how we come to know”. In essence it is the nature of the relationship between the knowledge and the knower. The epistemology of the study leads the research into the subjective world of the participants (the leaders and those led) themselves. As researcher I do not see knowledge of the subject at hand, that is learner discipline and school leadership as something out there, cold and clinical and easily defined in common understanding. I see the knowledge that I desired to obtain to be deeply ingrained in the minds and beings of the participants. I believe how participants (school leaders) see discipline and the control and development thereof as highly subjective to their cultural beliefs, personal-biological and socio-psychological makeup. Knowledge desired to be obtained made me as researcher delve into seeking the internal reality of the school leaders’ subjective experiences. The core ingredient of study is the dynamic interactions at school level among the educators, the SMT and learners in an interplay in the unique environment of the school.

My epistemological view as researcher that is, the relationship of the researcher with the participants is seen as interdependent and the participant is not viewed as a passive actor in the dynamic world of ours. As an educator and school designated leader (part of the SMT), I see my personal experiences intertwine with my investigation on the subject. I see them influence each other. Hence I see an interplay of my being, as researcher and that of the participants existing and affecting each other through-out the study. Hence my assumptions of the world, knowledge and the interactions of the known and knower place this study into an interpretivist paradigm as explained further below. My study is seen to rest on the research philosophy of being ontologically subjective and epistemologically relativist leading to an interpretivist paradigm that follows to a study in the qualitative research fold.

Qualitative research was my chosen research design approach. Qualitative method investigates the *why* and *how*, not just *what*, *where*, *when* primarily. My study was of the *why* and *how* focus thus I chose not to use quantitative data but in-depth qualitative data for my study. Gustavsson (2007, p. 25) states that when there is “limited knowledge of the phenomenon and the object is to investigate basic properties, quantitative methods are not recommended... For exploratory objectives qualitative methods are more suitable”. By the nature of my study the qualitative approach was chosen as it facilitates the study of issues in depth and in detail of how school leaders administer their schools in managing and leading the personnel to achieve good discipline. What was going on in the minds of the principal and SMT when they approached a serious or chronic discipline case required a deeper analysis than what pure statistics would produce. Approaching field work, such as mine, without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry as Patton (2002, p. 14) explains. “What” school leaders do, “how” they do it and “why” they do “what” they do can be unearthed at a deeper level with qualitative methodology.

5.3 Research Paradigms

The above views with my paradigmatic stance will show where and why my study took the path it did. I now explain the broad thinking of my research; its paradigmatic stance by also showing why the other main paradigms did not suit the study.

The research paradigm sets the context for an investigator’s study. According to Filtstead (1979), in Ponterotto (2005) a paradigm can be defined as a “set of interrelated assumptions

about the social world which provides a philosophical and conceptual framework for the organised study of that world. Denzin & Lincoln (2005) state that the paradigm selected guides the researcher in philosophical assumptions about the research and in the selection of tools, instruments, participants, and methods used in the study. Crotty (2003) refers to this as ‘theoretical perspectives’ and includes the following: positivism (and post positivism), critical, interpretivism (symbolic, phenomenological and hermeneutics), feminism, and post-modernism. I touch on a few of the more broad and common paradigms honing on my chosen one.

The Positivism: also known as the empiricism tends to conflate the ontology and epistemology. Here the idea is to observe and measure; and where knowledge of everything beyond that is impossible. In a positivist view of the world, science is seen as the way to get to the truth, to understand the world well enough so that it can be controlled by a process of prediction (Henning, et al., 2004). This pure and effect scenario would not have fitted into my study with a varied array of factors intertwined in a flexible play of dynamic relationships at the social setting of the school.

Critical framework: has deconstruction of the world as its process. Critical theorists question the political nature of the way the world is constructed; maintaining that some relationships in the world are more powerful than others. Part of this paradigm accepts reconstruction of our world. The belief is that people can reconstruct their world by moulding their futures through action and critical reflection. The challenge I find in using this paradigm is that its rationality holds that there are general solutions to practical problems and I do not see my study of school leadership on discipline fitting into that mould.

Interpretivists believe knowledge is constructed not only by observable phenomena but also by descriptions of people’s intentions, beliefs, values and reasons, and self understanding. Events are understood by mental processes of interpretation, influenced by social contexts. What drives society (its discourses) become the key role players in the interpretive research study. Such a researcher interrogates texts to find the manner (the “way”) in which people make meaning in their lives. This goes beyond the notion that people simply “make” meaning (Henning, et.al, 2004, p. 20).

This study was conducted within the interpretivist paradigm and as Cantrell (1993) states, interpretive researchers are keen to understand the meaning people make of daily occurrences and how they interpret them within the contextual social and natural setting. Interpretivists regard people as agents of creation of meaning in their settings and these meanings are valuable and useful for research. My intention was to ascertain how the school leaders, in the new educational dispensation, as participants perceive their role in school discipline and in doing so investigate why they lead discipline in the way they do as influenced by their own world views of both leadership and discipline. I use the interpretative paradigms to delve into the participants' experiences and perceptions as leaders in school leadership. Berkhout (2007, p. 407) asserts that the context in which the leadership of the educator plays itself out is to be analysed in depth. She postulates that leadership is explored as engaging within and with schools as a construct of language, that is, as a discursive construction where meanings are emergent, deferred, and dispersed. The changes in the new dispensation have placed the educator at a crisis in education and the SMT in a quandary with the paradoxical centralization-decentralization of the management-governance discourse. Amidst this is the issue on how to deal with discipline which is the concern of the study. This puts the leaders at the centre of challenging, re-interpreting, and re-creating policy (Ball, 1995, cited in Berkhout, 2007). One has to bear this in mind when analysing how to investigate the leadership of the SMT and teacher leadership in addressing discipline; and it creates epistemological challenges.

The interpretive paradigm helps the researcher to access the aims of the study as elucidated in Chapter One and allows the researcher to:

- Develop meaning from the participants subjective perspectives
- See reality as subjective
- Develop concepts, themes/motifs and categories from the data
- Make some understanding of the meshing of the researcher's perspective with that of the participants
- Be flexible in the research process
- Make some deductions within and across cases, on the research questions.

5.4 Choosing the type of study?

I use the reasoning of Vanderstoep and Johnston (2009, p. 89) who state five questions that help explore which of the following qualitative methodologies would be used in specific research situations: Firstly, “what is the research *focus*? (Where does the researcher look for meaning? Is behaviour reflected in behaviour/ cognition/systems/practices of culture?). Secondly, what is the *role* of the researcher? (Whose meaning is reported? The participants? The researchers? Or a combination of both?). Thirdly, what *meanings* are being explored? (The meaning of a cultural practice/everyday experience/or of a film or speech?). Fourthly, where does the researcher conduct the research that is, what is its *location*? (Does the researcher go into the field or to the library?). Fifth, what is the *end-product*? (Is the outcome of the research a description, a recommendation, an interpretation, or an evaluation of a programme?).” I used these questions as guides to make the choices I made for this study as noted below.

5.4.1 Opting for the ‘Case Study’ Methodology

My study was in essence the in-depth study of what school leaders (principal and SMT) do at schools when handling discipline. Basically, a case study is an in-depth study of a particular situation rather than a sweeping statistical survey (Kumar, 2013). Cases are opportunities to study phenomena. I intended studying the role of school leaders on learner discipline and aimed for an in-depth study. Creswell (2007) states that the case study research is a qualitative approach in which the investigator explores the bounded system, a case or multiple bounded systems, cases over a particular time frame, through detailed, in-depth data collection using methods such as interviews, observations, reports, case descriptions and case based themes. I thus saw the school as a ‘bounded system’ each unique in its own way and yet similar in its role function. Hence, I opted for the case study methodology. I saw the school as a ‘unit’ with its particular structure, be it formal or informal structure. Schools too exhibit discipline that is unique to it.

The question arose- how deep can my investigation go while studying one case? Stake (2005, p. 454) comments citing, Hamilton, (1980); Kemmis, (1980); Stenhouse, (1979); and (Yin 1994) on the idea of “advancing the epistemology of the particular”. We learn from the single cases when we relate how the case is like or unlike other cases we know. This study could have focused on one case study with a deep understanding of what makes school leaders handle discipline in the way they do but I aimed for a larger, possibly more intensive

and valuable study by capturing the canvas of South African school types or schools in different contexts. I considered the South African scenario as a complex one coming from the apartheid past which different types of school as per their geographic setting. I found that a more detailed study would be studying the common, but not the only categorisation of schools, that is the township, the sub-urban, and the rural school types. I aimed to investigate the three school types as unique cases and find relationships of any kind (be it school leadership, discipline policy, structures, learners, SGB, parent community or any other) between or among the cases. Such schools breathe a life of their own and this is evident when schools within the same geographic area display differences in discipline (as noted in Chapter One). Since many cases were to be studied, the choice was a ‘multiple case study’. Yin says (2004, p. xv) that collecting and analysing data from two or more cases requires much more work but the rewards can be greater especially if the chosen cases “satisfy an important consideration from the standpoint of the research”.

Thus to intensify the study and give it more depth I opted to purposely select schools from rural, sub-urban, and township areas. As Stake (2005) supports and Yin (2004, p. 3) states in choosing the “case study method your goal should be to select your case carefully. Try to spot unrealistic or uninformative case studies as early as possible”. Stake (2005) comments that this is supported by Patton, (2002); Vaughn, (1992); and Yin (1994). This is exactly what I did. I was granted permission by the DoE to study many schools but investigated them to pick the most typical ones matching my categories. I chose my cases carefully and they reflect the typical schools in the geographic areas I aimed for. The case studies were as follows: Case Study One was a school in a lower socio-economic ‘township area’. Case Study Two was a school from an affluent middle class, sub-urban area. Case Study Three was a school from a rural area. To keep research parsimonious I chose them from one town and from one educational region. What emerged was a multiple case study of three schools. This allowed for investigating and comparing across bounded systems.

5.4.1.1 The Critique of Generalisation and the Case Study Methodology

In a large quantitative sample generalisations of the research findings can be easily made to the general population. The case study has its limitation with regard to its lack of generalization. The case study cannot be generalised to a larger population, in the sense of “how many”, “how much”, and “how often”, that requires statistical generalisation says Gummesson (2007, p. 96). Maxwell (2005, p. 115) talks of internal and external

generalisation where the former is when the researchers generalise their findings to “within the group studied”. The descriptive, interpretive and theoretical validity of the conclusions of the case study depend on their internal generalisability. External generalisation is when conclusions can be generalised to the outside population. Maxwell (2005) like many other research commentators contends that qualitative studies contribute to theory and policy and this is where my study on the role of school leadership on learner discipline rests. Similarly, Gummesson (2007, p. 96) notes “we generalise in relation to theory; we generate new and improved theory which contributes to increased understanding”. Congruent to Gummesson and Maxwell, Yin (1994) adds that generalization of results, from either single or multiple designs, is made to theory and not to populations. Then Bassey (1999, p. 30-36) noted that various authors and practitioners wrote on case study generalisations to theory but used different terms privy to their writing. Bassey (2000, p. 9) goes on to talk of a ‘fuzzy generalisation’ that is possible from qualitative case studies where he “suggests that formulating a generalisation can indeed be, in Usher’s (1996, p. 10) phrase, “the highest level of research”. “Fuzzy predictions with best-estimates-of-trustworthiness may provide a powerful tool for researchers to communicate with potential users of research and also to develop a cumulative approach to the creation of educational theory” says Bassey (2000, p. 10). While this may be an agreement for generalisation, for the purposes of my study I say that the baseline agreement is that in case study researchers generalise to theory and this helps in developing policy. Therefore my study aims to contribute to the knowledge of school leadership in relation to school discipline theory in South Africa.

5.5 Sampling

Qualitative researchers aim to gather an in-depth understanding of human behaviour as in this research. The focus being leadership roles on learner discipline and this influenced my sampling. My target was schools in different contexts. My target population and three case studies came from one educational district in KZN. The three cases making the multiple case study. The issue next was which schools representing the three contexts were to be chosen.

5.5.1 Purposive Sampling Method

Sample size was considered. I needed to find the appropriate sample size and core sample itself. Qualitative researchers thus aim for smaller but focused samples rather than large samples. In general, sample sizes in qualitative research should not be too large as it becomes difficult to extract thick, rich data. Thus my sample was as noted below.

Each case in the multiple – case study was a particular school type in a specific context and purposively selected. The sample thus was a purposive sample; chosen to fit the need of the study. The process of sample selection was also informed by Patton's (2002) advice that the logic and strength behind purposive selection of information is that the sample should be information-rich. Being informed by the need to make one's own choice as well as the need to select an information-rich setting, as stated I selected three schools from one educational district, in KZN which has a variety of school types as per their locality. I sought schools that closest fitted the definition of the three types as per the literature. They were a township school (with lower socio economic learners), sub-urban school (with middle class learners in a middle class setting) and a rural school (with most aspects of rural characteristics- setting, infrastructure, teachers, and lower socio economic learners). Being qualitative study and an in-depth study rather than one of statistics I believed one school per geographic area was sufficient. This purposive selection was done by investigating by word of mouth and eventually by finding the 'insider' at the schools. The latter facilitated for a solid categorisation of each school (case), for introductions with the principals and facilitated easier entry to the schools.

5.5.2 Participants

Participants had to be selected from each of the case studies. I needed to get the data on the role of school leaders on discipline. This was directed by the literature which spoke to the concept of SMT, collegial leadership, and teacher leadership on one hand and 'positive discipline' and whole school discipline (WSD) on the other. The key role players in the school leadership team that is, the principal, DPs and HODs were the core participants as they were most relevant to the investigation. My focus was not on school governance and thus the SGB were not targeted. To find out what role the SGB plays in discipline, the teacher leaders of the SGB were included as participants. Their input and that of the SMT adequately informed me of the role played by the SGB. To get the views from the other side of the leaders, a sample of teachers and learners were included. Schools that had dedicated persons for discipline control were purposively chosen as in the case of the sub-urban school. Thus to investigate school leadership on discipline the following participants were chosen: the principal as head of institute, the School Management Team (SMT), and a sample of educators. This made up participant categories -one, two and three. Categories four and five came from the learners. Explanations of their choice follow.

5.5.2.1 The Principal

Principals are ultimately the ones who are finally held accountable for all administrative and management of day-to-day affairs of the school and as such if they were omitted this study would be baseless. Ultimately all matters including learner discipline is centred on the leadership of the principals. The proverbial ‘buck stops at the principal’s desk’ means principals are ultimately the custodians and final responsibility managers of the school and studying them as the core of the SMT was essential.

5.5.2.2 The School Management Team

Since the entire study is based on the school leaders the target participants in the study had to be the designated personnel in leadership positions and this is the SMT. The DPs and the HODs make the make the other part of the SMT and in each case at least one DP and two HODs were chosen as participants. Where possible more HODs and acting HODs were selected.

5.5.2.3 Classroom Teachers

To test Grant’s finding that often distributed leadership is ‘delegated’ rather than spontaneously cultured was interesting (Grant, 2006, 2008). To allow for data to emerge on investigating the concept of collegial leadership and distributed leadership I chose to use a sample of teachers (the minimum targeted was four teachers per case) which included those who taught in the pre-1996 period. This gave me the teachers’ perceptions of how the school leaders (SMT) handled learner discipline and allowed for analysis of policy used, structures implemented, successes and failures of the school discipline structures, input of teacher leaders and relationships of the various stakeholders on school discipline, among other things. It also allowed investigating ‘teacher leadership’ and the role of the teacher in discipline.

5.5.2.4 Learners

Two groups of learners were chosen: the learner leaders (category four) and a general population of learners (category five). The aim was to investigate how the learner leaders and learners perceived the inputs from the SMT on learner discipline and to test the role of the learner leaders in the scope of collegial/distributed leadership. I chose a sample of student leaders as per the particular school’s policy. This was participant category-four. That means that the learner leaders came from schools that had the RCL - Representative Council of

Learners and/or the older prefect system. A random sample of ten plus of these learner-leaders, two per grade, was sought. In researching this perfect number did not materialise due to absence, parental consent and time constraints for senior learners to be in class.

To investigate the recipients of the leadership and management of school discipline one had to have a sample of participants from the learner corps. Thus a stratified random sample of learners was selected which incorporated at least two learners from each grade. This is not being a quantitative term but implying the random choice of learners from each grade, with a minimum of two. Remler and Van Ryzin (2011, p. 170) state sometimes in sampling situations, it helps first to divide the population into groups-called 'strata' which must exhaust the entire population. This ensures an even coverage across the groups. In most cases the grades extended from Grade-8 to Grade-12 thus resulting in five groups and since most of the schools had an even population per grade, two learners per grade were chosen resulting in approximately ten in the sample of learners per case study. The impulse to oversample the strata of the Grade-12 learners existed as it was believed this group would be better in providing a deeper knowledge of the topic at hand. As Remler and Van Ryzin (2011) say that the motivation for oversampling is to examine the subgroup separately and to ensure precise results for a small but oversampled subgroup.

5.5.2.5 Other Personnel in Charge of Discipline

A further category was made of participants who existed in one of the schools that had specified personnel who were in charge of discipline control as in case of the sub-urban school where a school counsellor was employed. Incidental conversations with consenting teachers were also taken as participants.

5.6 Gaining Access to the Research Site

The difficulty in the study was gaining entry into the schools. The essence of the topic that is leadership and learner discipline touched on sensitive ground. The issue of investigating a school leadership was touching on the work quality of a school. With banning of corporal punishment many a school wanted not to be tarnished with an image of holding to old banned methods of disciplining. Bassey (1999) defines gaining access as entailing the processes of getting both official and social permission to conduct one's study. Guthrie (2010) suggests getting someone who knows the site to advise you, as researcher and to discuss the research with community leaders or officials and get their approval. The DoE permission was a help in

entry. One method I used was to meet with the principal and explain in detail the process of maintaining anonymity of participants and schools. The process of using informal ‘chats’ that is, informal interviews helped build the rapport and confidence to open up. I managed to find teachers and SMT members of the two schools that became my ‘insiders’ and in the third school a learner who became my ‘insider’. They made my entry easier and presence acceptable. As researcher I made the principal and SMT ‘buy into the study’ that is, to accept my presence as researcher in their school. The fear of all known threats was eliminated before the other participants were approached.

5.7 Data gathering Techniques

Gray et al., (2007, p. 52) state that theory helps to determine the type of information required by investigators and this in turn affects the affects the scope and cost of the research. The aim was to gather data from school leaders, teachers, discipline personnel and learners. This guided the study into focusing on techniques to get in-depth information that would answer the research question that is, the role school leaders’ play in learner discipline, how and why they handled learner discipline in the manner they did and how they handled the unique context challenges. The techniques of semi-structured interviews, document analysis, and unobtrusive observations were chosen.

5.7.1 Data gathering Technique one: The Interview Method

5.7.1.1 Reasons for the Interviews Method

One of the popular and core qualitative research tools is the interview. Guthrie (2010) states that it is probably the most common research technique but as a staple in social science research it is presently becoming more difficult to achieve at ease due to social resistance. While it may be time consuming it is useful because of its flexibility. The proposed participants as seen above are all educated enough to understand basic English and comprehend the interview question and as such makes the choice of the interview method a good one. As Guthrie (2010) states that interviews can give people the opportunity to tell their personal stories to someone who treats them as an equal and takes them seriously, which can be emotionally rewarding for the respondents, and naturally help the researcher gather data. This assisted me when teachers poured out their feelings on controversial issues of discipline. Denzin and Lincoln (1998) note, that to enhance the reliability and absorb what the interviewee intends offering, knowing or unknowingly, the researchers may move to a more informal interview style so as to get more honest responses. This was done when I

approached my participants especially in the initial interview and when interviewing children. Secondly, common language was used so the interviewer and interviewee were on common understanding. Thirdly, rapport was enhanced by engaging with the participants in a casual manner when found suitable. Fourthly, the non-verbal cues were noted while the interview was undertaken (I made notes while electronic recording was undertaken). Gordon notes the following in interviewing: proxemic (use of space), chronemics (structure of time), kinesic (body movement), and paralinguistic communication (cited in Denzin and Lincoln, 1998, p. 68). This was considered in the research. Hence the interview offered more than what comes from the spoken word. Gray et al., (2007) talk of intensive interviewing where more than the spoken words (such as silent gaps and special gestures) are recorded and later analysed. While this was done to a point to gain more meaning to what was being said. Often learner interviewees paused when afraid to answer and the hesitation was recorded and used to adjust the interview process.

5.7.1.2 Reasons for the Choice for the Semi-structured Interviews

The interview method is not just chatting and recording but much more as it requires a great deal of knowledge, skill, experience and finesse says Vanderstoep and Johnston (2009, p. 224). The choice of interview type depends on what exactly is being investigated. Basically there are three types of interviews: informal (unstructured), formal (structured) and guided (semi-structured). A review of the types will show where what type was used in the research. An 'informal interview' allows the interviewer to go with the pace and flow of the interview while creating impromptu questions. I as researcher started my investigations with the principals of schools studied with this approach to build confidence and then went to some structure.

On the negative side unstructured informal interviews of different people are not easily comparable; thus data are not always generalisable says Vanderstoep and Johnston (2009) and thus this technique was not used as primary technique. A 'structured interview' follows a prescribed set of questions with probes, transitions, and follow-up questions. The primary limitation of the structured interview is one might guess reasons for the strange and unexpected responses that may appear. Then there is the fear that the researcher's own agenda may influence the data collection when using the structured interview. The questions asked and the topics discussed in the interview may reflect more the researcher's

interpretation of the situation than of the participant. I thus opted not to delve directly into this type of interview but considered and was wary of the interviewer biases.

To strike a balance the 'semi-structured' interview is one where the researcher does not overtly control the interview nor allow it to free flow as per the participants' desires. Guthrie (2010) says it uses "interview guides" that have standard introductions and conclusions, but allow flexibility to vary the order of interview questions to provide a natural flow. I used this as the set questions were not followed to the letter so as a participant spoke about another question I let that aspect come freely. An important role is to cross-check viewpoints from different participants who might have different perspectives says Guthrie (2010) and this is what I did as the interviews continued. This interview type worked well in with my topic and with the type of participants interviewed - structured to a point with flexibility for a free flow of information.

I asked the principals to allow teachers to be interviewed in focus groups but the time did not permit it and thus all teachers' interviews were 'individual interviews'. The learners' interviews were in focus groups. Focus groups usually are chosen for the belief that they as a group have something common to offer the researcher and this emerged with the learners' interviews in all three schools. Some challenges were getting all learners together and finding a quiet place in school. Since the lunch breaks were used the noise of other learners infiltrated. Some dominant members manipulated some interviews. This was checked by polite requesting for other responses and for setting ground rule before starting. Nevertheless, the younger RCL interviewed were shy and more reserved in all three schools.

5.7.1.3 The Interview process

What Kvale (1996) states is that, ethical issues such as informed consent, confidentiality and consequences for the interviewee should be taken into account with any qualitative interview. This was considered and taken care of. The issues of confidentiality and anonymity were explained to all and informed consent obtained. Informed consent was also obtained from all parents of minors. As Rugg and Petre (2011, p. 137) wrote, "interviewing is easy to do badly, and difficult to do well". I conducted the research process in all schools during school but in non-teaching times. Interviewing three different groups of participants did provide challenges.

The first step was to be allowed in and be welcomed and not seen as a threat as discussed above. I approached the principal of the school after making an appointment. At the first meeting I asked for a deputy or SMT member to be present to help the process - allowing for two personnel to seek clarity and get confidence in me as researcher. The issues of confidentiality and secrecy were explained fully. At this meeting I submitted the 'release letters for parents' allowing their children to participate in the research. The entire process was explained to the principal so as not to have stumbling blocks later. Among the aspects discussed were, the time needed for interviews with the SMT, educators and learners; sending the letters to parents, the document analysis and observations that will follow. The principals needed assurance that the learners' and teachers' learning and teaching time would not be used. This was avoided by using school breaks and registration period (non-teaching time) for the learners. In some schools the use of afternoons were used.

Each participant from the teachers was interviewed separately as it was difficult to get them together. The learners were interviewed in focus groups. While in some schools the interview process of all participants went well, in others the challenges were address accordingly. The learners did offer a challenge at some schools with learners rambling responses- in essence a communication challenge. This was overcome by re-phrasing and seeking clarity. As researcher I took into consideration that children are highly suggestible as Gray et al., (2007) stated and I had to question further for clarity. While recording of the interview some careful interjections and subtle additions were made so that later reviewing, transcription and analysis was made easier. All clarity needed and recapping of what the interviewees said was done during and at the end of the interview. All interviews were recorded and later transcribed.

5.7.2 Data generating Technique two: Document study

A document analysis allowed me to reaffirm the things said in the interviews and investigate the unsaid but observable happenings and silences on matters not spoken about. The latter came through in one case study where no records of the corporal punishment or any sanctions were recorded but was observable. The principals and deputy principals where requested and provided documents relevant to the research per case. The provision of documents depended on the school and its administration and was a limitation. A document analysis conducted of all relevant documents focusing on records pertaining to leadership and discipline. This comprised of all policy documents (mainly focusing on: leadership, discipline and

emergency, schools safety and security, and learner welfare policies), agendas and minutes of formal staff, SMT, RCL, Safety and Security Committee (SSC), and SGB meetings; Reports of the Integrated Quality Management System (IQMS) and Schools Improvement Plan (SIP) and records of cases (for example that of disciplinary hearings, of all deviant notes, of principals' log entries, referrals, class rules, ground-duty, outside intervention, reports of past discipline events and plans of action). An open document analysis guide was used as each case differed greatly.

Note was made of all discipline structures in place, personnel used and a critique of how they operated. A paper analysis provided information on the type of management and leadership that was ongoing, had been changed and was planned for the future. Patton (2002, p. 293) concurs that these kinds of documents provide the researcher with information on many things that cannot be observed... "(and) may reveal things that may have taken place before the research began...they may reveal goals or decisions that might be otherwise unknown to the researcher". This was found in all three schools, e.g. the list of learners who came in late, learners who did not keep to school uniform, and records of serious discipline cases.

5.7.3 Data generating Technique three: Unobtrusive Observations

The third method of data generating was unobtrusive observations of the day-to-day activities of the schools as individual cases. Being unobtrusive it allowed me to observe the management of the entire school without interfering in the day-to-day processes and behaviour. It allowed for triangulation of overt information in the research and added to trustworthiness, keeping in mind the interpretivist mindset of knowledge and the relationship of the knower and known.

The observation technique came to the fore only when the principal and other participants were comfortable in having the researcher present. My observations included observing the SMT, educators and learners in their different spheres of the school. A guided schedule of what was to be included into the observations was developed by using information from the interviews, document analysis and was also guided by the literature. Among the various observations, issues like how teachers responded to learners in general and in cases of indiscipline, how they reported to the SMT and how the SMT acted on indiscipline cases coming to them, were recorded. At all times the focus was on school leadership influencing

learner discipline. The issues around theories and models of leadership and aspects of newer trends of teacher leadership were focused on when observing daily activities per case study.

5.8 Data analysis

Data analysis pertains to what a researcher does with the pile of qualitative and or quantitative data. While quantitative data is represented with numbers, qualitative data is represented by words. Researchers who have pages of text before them, recordings of interviews or notes from observations, for all practical purposes they have qualitative data. This is what my research actually resulted in. Vanderstoep and Johnston (2009) speak of a checklist to consider when doing any type of qualitative research that is, situational analysis, historical analysis, relational analysis, psychological analysis and event analysis. I discuss a few relevant aspects. ‘Situational analysis’ refers to the rich description and interpretation of the situation, context, or problem. It focuses on who the key players and what the key issues are. What different perspectives and interpretations of the current or historical situation exist? I found, in terms of the study often the role-players were not as expected but often blurred and diffused. The perspectives and interpretations of leadership and discipline itself as concepts that emerged differed and challenged yet enlightened the investigation. School situations affected ‘teacher leadership’ and cognisance was taken to investigate this. Secondly, insight into current situations can often be gained by analysing the people, problems, policies and responses that have defined the past and that is, ‘historical analysis’. The history of apartheid South Africa did influence the aspects of leadership and discipline as enacted in different school contexts. The rural school in particular was still reminiscent of the apartheid era and was thus noted and studied with the ‘histories’ in mind. Thirdly, ‘event analysis’ relates to analysis of certain events and activities that emerge as vital and critical and therefore needs in-depth analysis. The literature review showed that the banning of corporal punishment in 1996 was viewed by many teachers as a stumbling block in attaining good discipline and led to teacher frustration. This event was considered in data collection and analysed to confirmation by ‘event analyses’.

The analysis of this data had to begin with a plan. As Eloff et al., (2002) state in their research one of the central difficulties with multi-site studies is the decision about how to structure and analyse the data in ways that portray what people claimed for and sought in their study topic within their specific contexts. It raises the question of whether to write across the sites by focusing on key themes or to aim for depth and complexity by keeping

data within single sites (Ibid, 2002). This was my challenge too and I opted to analyse data per site that is, per ‘case study’ and thereafter make deductions with comparisons across cases within the multiple case study. The result was chapters six, seven and eight which dealt with data analysis from each of the three case studies and chapter nine is a comparison chapter.

In researching participants’ subjective perceptions, Guthrie (2010, p. 157) states we build up scientific knowledge about their personal knowledge by objectifying their perceptions systematically. Data analysis in qualitative research is the process of interpreting the large amount of words of participants and making some sense from it. When doing the field work two things tend to occur; firstly, some methodical changes take place as more insight occurs and secondly, data analysis begins (Kvale, 1996; Gray, et al., 2007; Roulston, 2010). The former affected me as I was forced to move from focus group interviews for teachers to individual interviews but made sure I cross checked information and perceptions that came up earlier. Secondly, data analysis began when the data was being gathered using the methods above.

5.8.1 Data Analysis of Semi-structured Interviews

Roulston (2010) summates that researchers end with transcriptions of interviews that they have conducted, a set of research questions that they hope to inform, and a bundle of theoretical and epistemological assumptions about how knowledge is produced and what claims can be made from interview data, together with many questions about the processes involved in transforming many pages of densely-worded text into a representation of ‘findings’ that relate to ‘research questions’. Gray et al., (2007, p. 195) state that a time will “come to decide on the theoretical framework that will best allow you to make sense of the data”. The study’s data collection and analysis was guided by the models and theories of leadership and of discipline as per the previous chapter. The ideal was to go into the field with an understanding of a broad spectrum of models and theories of leadership and management and discipline, but the transformational and distributed leadership models and positive discipline and whole school discipline models of discipline were used as a broad framework to anchor this research. This literature knowledge assisted in my data analysis and thus in answering the research questions.

The proposition was that the new dispensation of educational leadership of the DoE is not fulfilled as the managers are largely engaged in the mundane day-to-day administration of the school and they ‘forget’ to lead in their overwhelmed state. Leading is their duty but it is back-benched to the day-to-day duties at school. Leaders are expected to promulgate the collegial model of leadership with distributed leadership as per the DoE policy and this was investigated. This leadership style could be used to enhance discipline and was studied and analysed. To study all what leaders in the SMT do in terms of their role function was not the scope of the study. The essence was to find out what, how and why leaders do what they purported to do at schools in their day-to-day affairs. The data obtained was analysed with a focus on what, how and why school leaders handled learner discipline. Thus analysis also used models of leadership focusing on transformational and distributed leadership on one hand and on positive discipline practices (PDP) and whole school discipline (WSD) on the other. This helped explain the SMT’s handling of learner discipline. That is, the theoretical framework was used.

Kvale (1996) talks of “six steps of analysis” (focusing on the interview) which I as researcher followed to an extent. Kvale’s (1996) six steps are presented below. The first step is when the participants ‘describe’ their lived world in the interview. They spontaneously tell what they experience, feel and do in terms of the topic. Little interpretation or explanation occurs from either the interviewer or research participant (interviewee). The second step is when the ‘participants themselves discover’ new relationships during the interview. They discover new meanings in their experiences and actions. In my case the school leaders saw new meaning in how and why they acted and reacted in the manner they did when relating to aspects of learner discipline. In the third step the interviewer (researcher), during the interview, condenses and interprets the meaning of what the interviewee describes and relates the meaning back allowing for affirmation or rejection of the researcher. More clarity is gained till the researcher gets as close as possible to the interpretation of what the participant is saying or to understanding that the participant has multiple, possible contradictory understandings of the topic (theme). A system of ‘on the spot’ confirmations and disconfirmations of the researcher’s interpretation occurs. Hence the data analysis of the study firstly, started with and in the data gathering phase. In the fourth step, the ‘transcribed interview is interpreted by the researcher, either alone or in consultation. This forth step includes the restructuring of the large amount of data for analysis usually done by

transcription using PC software for analysis of qualitative data. I opted not to use the software packages available.

Then comes that ‘clarifying’ stage – where material is made easier for analysis e.g. by removing non-essentials, repetitions, and deviations; the analysis proper involves developing meaning of the interviews, bringing the participants own understanding into the light, providing new perspectives on the phenomena. The fifth step may be “a re-interview”. After the researcher has analysed and interpreted the completed interviews, the researcher may give the interpretation back to the participants for their comments and to allow them to elaborate on aspects they deem they need to. This I avoided as I did all the clarity of participants inputs during and soon after the interviews. The sixth possible step would be to extend the continuum of description and interpretation to include ‘action’. This could emerge as a therapeutic interview where the researcher and participant act together on the basis of the knowledge produced in the interview. In my research at hand the sixth steps of Kvale was not followed to the letter. Where the principal wanted a report and assistance with discipline strategies at his school I provided literature to assist rather than doing a spot analysis of the school’s learner discipline was led and managed.

Data was gathered per cases study individually and analysed so as to be guided when gathering data in the next two cases. Later comparisons and correlation were attempted across cases. While data was gathered by interviews and document analysis a ‘to-and fro’, iterative process emerged with a remodelling of the process, the questions, the approach; and even infrequently re-interviewing occurring to make sure the knowledge gathered spoke to the research questions. Trends, motifs and patterns were checked and retested. The entire focus was based on how school leadership addressed discipline. When collected the interviews were transcribed and researcher’s note on nonverbal cues and other non-verbal notes added value to understanding the transcript. Patterns, commonalities, themes and identified trends in leadership on discipline were noted. These were collated and analysed using the guiding concepts of the study. As Denzin and Lincoln (1998, p. 66) state the framing of the interviews comprise of the ways of recording, interpretation, and the selection of parts of the data to report on and what to leave out. All these have a bearing on the result of the study.

5.8.2 Data Analysis of Documents collected

Analysis of data emerged by using the theory to seek out common themes that related to school leadership and how it influenced learner discipline. When coding of the information from the documents was unearthed the focus was on: the role of leadership, the scope and depth of leadership, the types and styles of leadership, teacher leadership and the models and theories of leadership on the administration of learner discipline. Also care was taken to investigate the specific models and theories of discipline adopted. The document analysis was used to verify findings obtained from the interviews with the various participants and offered leads when interviewing. The aim was to develop trustworthiness of information. The document analysis was executed by manually writing and noting key strategies in leading discipline, models and theories of collegiality, teacher leadership, role of all role players, power relations and whatever emerged from the data. The aim was to make sense from the documents as to whether school leadership addressing discipline. Initially leadership aspects were noted then frequencies noted and then personnel involvement investigated. In short the literature and theoretical and conceptual frameworks guided the understanding of the data.

5.8.3 Data analysis of Unobtrusive Observations

The observations of the school in process with a focus on the role of leadership on discipline helped develop trustworthiness of the information. Observations included inter alia day-to-day management and leadership of the school while sitting in the office area, meetings that occurred in the office (SMT, staff, incidental, learner leaders, parent, etc), discipline structures and procedures in process (as in one school with the school counsellor), and observation of general learners' behaviour on the school grounds and in classroom and observations of structures at the schools used to assist with discipline. Audio recording of observations were made, when possible, to avoid the distraction caused by pen and paper recordings. The use of theme identification, simple grid sheet and tally cards did assist in easing observations and making comparisons among cases easier.

The unobtrusive observations were analysed in much the same way with a checking of data from the interviews and documents. A schedule was established in each case and links and correlations made to leadership on discipline using the theoretical concepts of the study as noted above. Mouton (1996) states that since secondary data is often used for studies and that keeping correct and detailed notes of all aspects of the data collection including code books

with details is essential for quality assurance. The historical record of the process constructed allows for a return if necessary.

5.9 Limitations of the study

The criticism often levied at the qualitative stance of research is that of low ‘reliability and validity’ as per quantitative data, but explanations will show value of its use, and illustrate methods to overcome its perceived weaknesses. Over the past two decades, in qualitative data ‘reliability and validity’ have been subtly substituted by ‘trustworthiness’ and ‘utility’ that is criteria and standards for evaluation of the overall significance, relevance, impact, and utility of completed research (Morse et al., 2002, p. 1; Bashir, 2008, p. 35). I present some of the studies limitations and attempts at reducing them. This is followed by a presentation of what researchers say of the limitations of research studies.

Some of the limitations of the study were:

- (1) The purposive sample of the cases chosen could have introduced some bias on the side of the researcher. I placed record of my biases and kept myself in check by reassessing myself constantly. I chose clinical criteria in the purposive sampling in attempting to minimise this sampling bias.
- (2) The focus group interviews planned did not materialise as it was not possible to get all teacher participants together. I thus reverted to individual interviews. The loss was not having the group thinking and the group voice but I attempted to reduce this loss by fine-tuning the questions to other participants to find trustworthy information.
- (3) The use of English in the rural school may have been a limiting factor especially to learners at the school. I tested this by allowing for an interpreter but the learners refused saying they understood English as they wrote the final Senior Certificate exams in English.
- (4) The time was a limiting factor as some teacher participants’ interviews were cut short due to lessons. Re-continuing interviews was a challenge as participants had to find their train of thought and I guarded against leading them to particular responses.
- (5) The production of documents was by the will of the school administrations and the possible withholding of some may be a limitation but this was attended to by the use of ‘triangulation’ but not as in quantitative research, rather in readjusting questions put to following interviewees to find trustworthy information.
- (6) When learners on the grounds saw me I believe their behaviour was guarded as ‘a stranger was watching’. Once I noticed this I used a classroom to look out from, to observe the

learners behaviour on the grounds during lunch breaks and used other unobtrusive techniques.

(7) Being in the teaching profession for over thirty years I could have clouded the near unbiased observations and interview analyses by my own beliefs, values, attitudes and personal histories. To counteract this I consciously checked and re-checked myself during the research process. A schedule of my pet beliefs was recorded to see if I inadvertently placed emphasis of them, biasing the study.

Researchers comment on various aspects of limitations. While Yin (2003) states one must choose quickly the most appropriate purposive sample for your case study, it did not make me seek out extreme cases that would help reflect my postulation. Johnson and Fauske (2005) state that a case study uses multiple sources of evidence in real life situations when the boundaries between real life and context are not clearly evident. This was done in my study where the methods of data gathering were multiple. Validity is commonly associated to quantitative data. Maxwell (2005, p. 106) states that he uses validity ‘in a straightforward, common sense way to refer to the correctness of a description, conclusion, explanation, or other sort of account’. The control for threats is unique to qualitative research. Maxwell, (2005, p. 106) argues that while quantitative researchers can control for threats to validity in the planning stage, qualitative research must try to rule out most of the threats to validity after the research has begun, using evidence collected during the research itself to make the ‘alternative hypotheses’ implausible. This study guarded for threats affecting the genuine ‘correct descriptions’, trustworthy data and analysis.

‘Rich data’ is detailed and in-depth data that emerges when intensive long-term interviews or observations take place in the research. This study attempted, in each case study, to go as deep as possible to understand the perceptions and actions of the school leaders in relation to learner discipline. Member checks or participant validation were used and occurred when I as researcher, constantly provided feedback on the data and conclusions reached to the participants. In my study this was done by ‘on-the-spot’ rephrasing participants’ utterances, asking for clarity, paraphrasing and confirming conclusions of thoughts.

Some of the validity threats to qualitative research are ‘researcher bias’ and researchers’ influence on the individuals studied, called ‘reactivity’. Researcher bias is when the researcher’s values and expectations influence the process of the research and its conclusions.

While this is the case most writers state that it is often not possible to eliminate all variance of researchers' values and expectations they bring to the study but to understand how particular researcher's values and expectations influence the conclusions (Gray et al., 2007; Maxwell, 2005). In the study repeatedly focused on what the data presented rather than see my values and expectations there in. Knowledge of this threat kept me in check. Similarly, the term reliability when applied to qualitative studies is described by Hammersley as the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions (cited in Silverman, 2010, p. 46). Then comes the controversial aspect of triangulation. I distinguish that some believe that triangulation does not sit in the bowels of qualitative research and interpretivism which is true in realising world-views, personal-social, physio-psychological influences on participants but at times basic general and overtly commented on events or persons need to be cross-checked and here 'triangulation' comes in. As Stake (2005, p. 453) states that researchers in considering 'socially constructed' ideology do champion multiple perspectives but still believes that researchers are often concerned about the clarity of their own perception and validity of their own communication, hence triangulation. The study sought for consistency and trustworthy descriptions of events described by or observed of participants.

5.10 Ethical issues

To undertake this study I presented my study to and got it approved by, the University of KwaZulu-Natal Institutional Research Board (IRB) ethics committee. The criteria of the IRB committee were adhered to by maintaining the structure and procedures which I had submitted. All participants were fully enlightened of the aims and procedure of the study before the study began. Permission and consent was obtained from all persons for the interviews and for document analysis. Since minors were used as participants, parents had to be informed and consent from parent and children had to be obtained. This was done by sending an explanation letter in English and IsiZulu as per the parents' home language. Permission was sought from parents of all minors. Individual names and places were replaced by pseudonyms to maintain anonymity. Information arising out of the study that may prejudice, hurt or infringe on human rights of the person used in conjunction with pseudonyms, was used in ways to completely prevent prejudice, hurt or infringement on human rights. Special care was taken so as not to create prejudices when learners were interviewed on matters that concerned all aspects of the school. Schools were not identified by their actual names to the public in any way including reporting. All data is to be stored for

five years in a secure site as per university regulations, so that anonymity is maintained even after the research is finalised.

5.11 Summary

The chapter began by basing my philosophical stance. My study is seen to rest on the research philosophy of being ontologically subjective and epistemologically relativist leading to an interpretivist paradigm that follows to a study in the qualitative research fold. The case study was chosen due to the nature of the subject being investigated that is the bounded unit called the school. Since the scope was to investigate three contexts of South African schools a multiple case study was chosen with three schools: townships, sub-urban, and rural school, were purposively selected. The participants were the school leaders (SMT), teachers, discipline personnel and learners. The techniques used to gather data were the interview, document analysis, and unobtrusive observations. Data was gathered and analysed. The multiple methods used to elicit data assisted in not just cross checking information but allowed for in-depth investigating of different participants perceptions on leadership and discipline. The various interviews challenged my interpretivist stance but provided a wealth of data.

CHAPTER SIX

DATA PRESENTATION AND DISCUSSION

CASE STUDY ONE: THE TOWNSHIP SCHOOL, FREEDOM HIGH SCHOOL (FHS)

6.1 Introduction

Chapters Six, Seven, and Eight present the data analysis. This chapter introduces the data analysis, presentation and discussion chapters and also explains the analysis format used. Data analysis and discussion is presented for the three case studies as follows: Chapter Six, Freedom High school (FHS) – a school in a township setting; Chapter Seven, Summit High School (SHS) - school in a sub-urban setting and Chapter Eight, Hopeville High School (HHS) - school in a rural setting. All names are pseudonyms, for anonymity and each case is profiled, presented, and analysed separately.

The topic of the role of school leadership on learner discipline drove me into secondary schools where more serious learner discipline challenges existed. The nature of the topic led to a qualitative research approach being adopted for the study. The study was based on an interpretivists thinking philosophy which regards people as agents of creation of meaning within their settings and these meanings are valuable and useful for research. During the data gathering stage, I continuously sought the thinking and the world views of the participants and the persons involved in the creation of the documents studied. Thus, it was observed as the data presented itself from the three case contexts that the responses were determined by the participants' personal-psycho-biological, and socio-cultural world views. The contexts of the cases influenced the responses to an extent hence the social context influence.

This study aimed to investigate the role that school leaders, designated and non-designated, play in addressing learner discipline at secondary schools located in one Educational Region, of KwaZulu-Natal, South Africa. The three principals though part of the SMT in official structure are the ones with final responsibility for what happens at school and as such I refer to the SMT as inclusive of the principals but their position warrants a further analysis of them as leaders *per se* in the context of the topic. The core of the study was to investigate how the SMT (including the principal) experience, perceive, understand and respond to learner

discipline in three school contexts: township, sub-urban, and rural contexts. That is, in essence the role of school leaders in handling learner discipline. The methodology stemming from my paradigmatic position and choice led to a qualitative multiple case study design where three schools were studied – each being a bonded case (Yin, 2004). These cases studies were purposively chosen and reflect the different contexts of South African schools. While the contexts are not exhaustive they do present the most common contexts that South African schools find themselves in.

Chapter Six describes the setting in which the study was conducted. This setting is essential for understanding the context from which data was collected, analysed and interpreted. The chapter commences with a profiling of Case study One- Freedom High School in a township context. Thereafter information for the three research questions is presented. The information was derived from in-depth interviews, observations and document analysis. To get the participants' perceptions and understanding on discipline and learner discipline, the following is presented: the participants' perception of the concept 'discipline', their categorisation of their school at a level of discipline standard and their perceptions of the discipline in school when comparing the democratic South Africa to the period before. To answer the second question, the following are presented: (a) the processes and strategies in dealing with discipline in and outside the classroom and the role of the leaders there-in; (b) the roles of discipline strategies as per my theoretical framework (positive discipline and whole school positive discipline strategies coupled with a blend of collegial and transformative leadership styles) and; (c) the role of school leaders in interacting with significant role players in discipline (learners, SGB, DoE and parents); (d) special challenges experienced in each school context and how these were handled. Further to this, I present data that emerged incidentally to shed light on why the school leaders led in the manner they did with their management of challenges that affected good learner discipline.

In conceptualising concepts for this research a 'senior' HOD is regarded as one with ten or more years of experience in management and a 'senior' teacher as one with fifteen or more years of teaching experience.

6.2 Profiling Freedom High School (FHS)

Freedom High School is a secondary school located in one area of a small town. The school is an ex-HOD (House of Delegates) school which was only for Indian children during the apartheid period. It has a rich history of being one of the oldest schools in the region. The original school was established over a hundred years ago and was built by pioneering Indians for Indian children. The school sits on the borders of a residential area which was designated as an Indian area. During the apartheid period it was rebuilt along the common school architectural style of schools in South Africa and was controlled by the House of Delegates (apartheid Tricameral Parliamentary House). The four main buildings are of double story height and are interspaced with small gardens and inter-linking pathways. The first block has on the ground floor the staffroom, HODs rooms, other rooms and on the top floor the principal's, Deputy's and secretary's offices. The three other blocks comprise of classrooms, some of which are laboratories and specialist rooms. The closest block to the administration block houses the primary school learners. The other blocks are progressively divided according to different grades going up to Grade 12. An assembly area nestles between two blocks. An operational tuck shop exists and is housed in a kiosk close to the administration block. To the west end of the blocks is a small ground. At its far end is a small vegetable garden maintained by a school general assistant. The school has wire fence enclosing the grounds and buildings. At the main entrance of the school there is the school name and on a neat board and a security guard house is to the right of the car entrance. Upon arrival visitors are greeted by the guard who records and countersigns reasons for visit. The number-plates of visitors' cars are recorded at the main entrance. Visitors are ushered to the office by the guard. The entrance leads to a neat asphalted car park for approximately thirty-five cars. On the right is the admin block and to the left is a 'combo-court'. A Combo-court refers to an enclosed, netted, asphalted games area with markings for three or more different games and has netball or basketball stands. Beyond this to the far left are the school grounds. The school buildings are of face-brick with the paintable areas neatly painted with coloured paint. Neat gardens exist between the school blocks and pathways are lined with well groomed plants. Welcome signs, instructions and 'conditions of entry' signs are easily visible on walls. Other written and symbol signage are on the walls such as no smoking, no drugs, no alcohol, no weapons and so on.

There are 960 learners with 32 units (classes) at the school. Due to the school having an intake from Grade R to Grade 12 learners it is called a Complex Secondary school. The learners are predominantly African* (about 85%) and the rest are of Indian descent. Most of the children are from the immediate neighbourhood with a majority coming from an informal settlement which emerged when the pass laws and influx control laws of the apartheid government were relaxed in the early 1990s. Others come from a set of RDP (Reconstruction and Development) houses. (These are state basic built low-cost houses offered to the informal dwellers-referred to as the 'Reconstruction and Development Policy' [RDP] houses- a programme of the democratic South Africa to provide 'cheap' houses) They are within walking distance from the school. The school has a principal, two deputies and four HODs. The principal is male in his sixties and teaching for thirty-nine years of which in management for twenty seven years. He has teaching experience in different schools and towns. The one DP interviewed is over sixty years and has forty years teaching experience, while the other has over thirty years teaching experience. The HODs share management of the school sectors (primary and high school sectors); two from the primary school section all have over twenty five years teaching experience. The teaching experience refers to that including experience at various schools.

There are forty teachers in total, of which six are African and the rest are Indian South Africans. The SMT are all Indian. Most of the Indian teachers are at the school from pre-1994 period. There are four general assistants who maintain cleanliness of the school. The Tri-cameral Parliamentary system introduced by the apartheid government in 1984 created a three chamber system of parliaments where three Houses of Parliament were created. The House of Delegates (HOD) for the Indian racial group and the HOR- House of Representatives for the Coloured race group and HOA- House of assembly for the Whites. Each house had restricted administration over own affairs including a department of 'Education and Culture'. Hence HOD-schools were solely for Indian children staffed by Indian teachers, and the same as per race group. The apartheid government did finance the White schools education more than that of the non white. The various pure African race education controls was under the DET (Department of Education and Training). This explains the larger number of Indian teachers at Freedom High School (FHS). As time passed informal settlements and RDP houses were developed nearby thus the composition of learner population changed - hence the larger number of pure African learners. (For the study and for

enhanced clarity into the dynamics in South African schools the following clarity is made. The term African* learners is used to mean the non- white groups who were regarded as not Coloured or Indian but were largely from the Nguni speaking groups who are made up of *inter alia*, the following language groups- the Zulus, Xhosas, Ndebeles, Sothos, Tswanas. The term Black in political circles like that of Black Consciousness Movement included other disadvantaged non-white groups and was thus not used. The official government department, Statistics South Africa uses the term 'black African'. Note that the term 'non-white' used by the apartheid government did refer to all non- white race groups that is, African, Indian, Asian and Coloured, and Cape Malay).

6.3 Data presentation for Freedom High school (FHS)

The profiling of the township school is followed by a presentation of the data focused in answering the research questions. The presentation of data follows a sequence of information from the principal, the deputy principals, the HODs, the teachers and then learners. Observations and document analysis data is interspersed where relevant. Literature is used to bring in a base for what was unearthed in the research.

6.3.1 The Experiences, Perceptions and Understandings of School Leaders on Learner Related Discipline Problems

The role of the leaders in managing and leading on learner discipline was analysed in stages. The perceptions of leaders (the SMT), teachers and learners were investigated. This was done firstly, by unearthing the participant's perception of what 'learner discipline' was, how they categorised their school, and their comparison of pre- and post-1994/6 school discipline. Thereafter, their experience of indiscipline was investigated and a summation of examples of indiscipline as perceived by participants were analysed. This elucidated their underlying perceptions on what really discipline and learner discipline was. To arrive at this the participants' experiences of indiscipline were investigated and collated. This was at times verified by other participants and at times unique to individuals. This variance spoke to the interpretive nature of the study. The aim was to later test how these cases of indiscipline were managed by the SMT and other school leaders.

6.3.1.1 Participants' Perception and Understanding of 'Discipline' and 'Learner Discipline'

The interviews revealed that most of the participants saw discipline as comprising of the following of rules and having a 'control' mechanism. A HOD, saw discipline as that which allows for the learner to get on with school work. Other teachers saw discipline as control which allows learners to succeed in school work, while many saw discipline as one SMT member did and he said it is, "*behaviour, attitude, respect, or lack of respect*". The summation of what the teachers generally believe is articulated by a teacher of nine years service where he explained discipline as the behaviour conducive for study, obeying rules and being controlled as he said:

It is the manner in which you want a learner to perform in a certain way or to present himself in a certain way, or in a good way. For instance in the class, they must be quiet, so that you can be able to teach, they must follow rules and be controlled
(Teacher A from FHS).

It was interesting to note that the learners' conceptualisation of discipline was not different from this conception. Learners believe that in essence, rules must be followed and teachers must be respected. Some key phrases or sentences used by different learners to describe good discipline that emerged from FHS learner interviews are: "A well behaved class" (Learner, A); "A class that is able to listen to the educator and respect the educator" (Learner, B); "A class with dignity or a learner with dignity and you can tell if they come from a stable home or an unstable home and you know if they are learning morals and values at home" (Learner C); "I think it's like showing respect to your friends or teachers and listening to teachers whenever they tell you to do something and not being disruptive or anything (Learner D); and "You are disciplined, abide by the rules" (Learner E).

The observation is that most of the teachers (SMT and teachers) and the learners had similar thinking. The latter saw discipline in everyday life and not focused on school *per se*'. While most definitions see discipline as 'control' and respect for rules others add '*some form of training*' (Chapter One). Dare, Hashim, Sweinan and Ofie (2004) defined discipline in schools as "respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, respect for oneself and others... A behaviour that contradicts the above becomes indiscipline" (cited in Idu and Ojedapo, 2011).

The deeper conception of ‘discipline’ is the holistic thinking of discipline which does not focus only on the school and control of behaviour but also the wider context and the inner growth aspect of discipline including self-discipline. Only the principal, DP and one other teacher spoke of this deeper level of discipline with character building and self-control. A HOD articulated this deeper level of discipline with the idea of learning about behaviour and fitting into society and said:

Fit into societyin that they must do the right thing. They must learn what is good behaviour, they must learn what is expected behaviour, how society is expected to behave... good character (HOD A from FHS).

The holistic conceptualisation of discipline by the DP and HOD is broader and deeper. It is believed to be of greater importance in present times as expressed by Strauss (2008) and Van der Westhuizen et al., (2008). Mohapi’s (2008) definition is that discipline is training that develops self-control, character, orderliness, and efficiency. Joubert, De Waal and Rossouw (2004) further put forward that discipline is about behaviour management aimed at encouraging appropriate behaviour and developing self-discipline and self-control in learners. This is more holistic and the one I use in the study. UNESCO (2006) report states that while punishment is meant to ‘control’ a child’s behaviour, discipline is meant to ‘develop’ a child’s behaviour, especially in matters of conduct. I sought answers to this in the study. The township school teachers in the main see discipline as ‘control’ with a few conceptualising it as ‘character building’. The manner one defines discipline will influence how one responds to it as Rosen (2005) says and that discipline as a conceptual definition may be described by various adjectives and that the way one defines and conceptualises a phenomenon will determine the manner in which one relates, responds and interacts to and with it.

6.3.1.2 Participants' Classification of their school in terms of Degree of Discipline

Participants were asked to categorise their school within a discipline level. This tested how they conceptualised the term discipline and the variance within the school. The SMT (HODs, including the DP) classified their schools as neither “high” nor “low” disciplined but as “average”. This view was generally shared by many teachers and learners as well. The minutes of staff meetings, department meetings, IQMS and SIP documents indicate that the challenge of indiscipline is noted and were common cause for concern at the school. Integrated Quality Management System (IQMS) is a system that is used to appraise the teachers including principal, DPs, and HODs in their teaching and other duties as per the

various educational acts. This process results in the school SMT developing a School Improvement Plan (SIP) which sets out challenges with proposed solutions. The SMT acknowledged that discipline was noted in the SIP as a challenge.

What later emerged was an anomaly as the same participants that is, the teachers, SMT, and principal in their interviews, expounded on cases of serious misbehaviour at the school. One senior female HOD explained that senior learners do not show any respect to teachers and including her as a SMT member, yet she categorised the school as “*average discipline, not good, not bad.*” Follow up questioning revealed that she was categorising the school while comparing her school with other schools as she said, “*we are not as bad as others ... they have it bad.*” The categorisation of the level of discipline of the school was influenced by other intrinsic factors such as comparison with other known examples of deviance in other schools and from discipline cases in the local tabloids. What also emerged was that because the serious cases of indiscipline did not affect all teachers and learners their seriousness was perceived as minimal.

The lower levels of indiscipline were aspects such as learners not doing their homework tasks, while the serious deviant behaviour was connected to smoking of cannabis on the school campus, some evidence of violence and learners harassing teachers. In this regard the DP said:

But right now, you saw me handling one case yesterday where the [African] teacher walked in, in-tears and the child [who harassed her] was an African child (DP from FHS).

Further probing questions during interviews revealed that the neighbouring African community was once against Indian teachers but are now also challenging the African teachers. In casual conversations two other Indian teachers aired the same view that indiscipline has moved and is presently directed at the African teachers also. One teacher made a succinct comment when she said:

Once only the Indian teachers were not obeyed and listened to but now even the African teachers are being treated without respect (Teacher B from FHS).

This speaks of pure disrespect to teachers as a group by some learners who once showed respect and had control. The principal categorised the school differently and stated it was a “fairly well disciplined school”. I believe the principal’s categorisation comes from this long

service and experience as principal, HOD and teacher at various schools. He did intimate that it was a judgement made on comparison with other schools and from interactions with other principals of the area and from his readings. On the other hand the RCL learners saw fellow learners' disruptions and acts of disobedience to teachers as 'serious problems'. The possible reason is it reflects that they as leaders see such behaviour negatively when compared to other learners.

The teachers' categorisation of their school as of 'average discipline' level reflect their classroom management skills which must be good while the indiscipline outside the class seemed to lower the rating from 'good' to 'average'. The school was affected by various factors and learner population size of 960 learners was one important variable; as Leithwood and Jantzi's (2009b) study also discovered that large schools with a disadvantaged learner population should ideally be 600 or less or it is prone to have high indiscipline. The study shows how this was just one factor working against the township school. What was clearly evident was the world views of the participants affected the categorisation of their school. While some teachers compared their school with the general situation in the country others compared with immediate neighbouring school; and one teacher's 'average' categorisation was not the same as the others' 'average'. In sum, the participants' concept of levels of discipline is largely subjective, influenced by various factors and is not the best yard stick to judge a school's level of discipline.

6.3.1.3 The Discipline Change with democracy

While exploring the view of the participants on discipline I moved to the often tested opinion of the change in school discipline since the dawn of democracy that is, post-1994 and post-1996 with The Constitution (1996) which brought a flurry of democratic laws. One educational change to discipline policy was the banning of CP. When asked to compare the pre- to post- 1994/6 discipline at school, all senior teachers and SMT members believed that the discipline challenge has worsened with democracy. One senior SMT member commented that it was now very bad with disrespect and he said this of the post-1994 discipline:

"It's bad!...[pause] The children's attitude towards teachers...[pause]... total disrespect...vulgar...what was I going to say ...[pause]... Lots of violence! Drug-taking, bunking...now!" (HOD B from FHS).

The similar sentiment was raised by all senior teachers and some HODs in the study. They attributed this to various factors. HOD A and others attributed the increase of indiscipline to the banning of corporal punishment (CP). He said nevertheless prior to this date there was indiscipline also, but now *“it is more open and blatant now”*. The principal and DP also categorically reported that the frequency and level of indiscipline has worsened post-1996 with the democratisation of the country and all educational processes. Most of the SMT commented that they do not have a discipline problem in class but noticed that many of the younger teachers are disrespected by many learners more after democracy than before. HOD B said, *“New teachers find it very difficult”*. They felt disempowered, by having reduced authority at school as learners took advantage of their diffused authority. This is in keeping with findings in literature (Moloi, 2007; Rossouw, 2003).

6.3.2 How the School Management Team (SMT) dealt with Learner Discipline in Classroom

In addressing this theme, questions were initially asked about whether or not the school (the SMT and the teachers) knew of and implemented the DoE policies that dealt with learner discipline. These policies include Code of Conduct (COC) for learners and the Schools Safety and Security Committee (SSC). The school Institution Level Support Team (ILST) is meant to help learners struggling with academic work and this helps discipline. I also tried to establish whether or not structures that deal with learner discipline existed and were functional (such as the RCL) and also tried to establish teachers' views on the democratisation of the teaching and learning environment in schools. The focus herein was how the SMT and teacher leaders led and managed learner discipline. The data that emerged during our discussions is presented below, following the sequence expressed above.

6.3.2.1 The SMT and the following of DoE Discipline policy

The principal administers FHS by following state laws and regulations and thus has policy requirements fulfilled by creating the structures, bodies and committees required. The deputy principal (DP) expressed awareness and clear understanding of the requirements and operations of the schools Code of Conduct (Schools Act, Section 8) and the School Safety and Security Council (SSC) (RSA, 1996b; RSA, 2006; RSA, 2012). The school had held a workshop for teachers capacitating them in the SSC in the last year. The school has a school's Code of Conduct (COC) for learners that were established in terms of Section 8 of the Schools Act. It has both aspects of positive behaviour and sanctions for indiscipline. The

discipline process is briefly explained. Aspects of discipline cover uniform code, classroom behaviour and general school behaviour. In terms of Section 24 of the Constitution of the Republic of South Africa, Act 108 of 1996 (hereafter The Constitution) a learner has the right to an environment that is not harmful to their well-being. The principal attempted to do this by adhering to policy and implementing strategies for discipline and safety. He explained that all the learners are given the COC which is explained to them. The RCL is enlightened of the COC and given monitoring duty. This is his in-depth explanation of how the SMT managed the COC:

You see, when the child comes first to the school, I give the code of conduct, to the parent...but a summary of the code is given to every form teacher; so on the discipline you'll find the code of conduct and then you get the demerit. So, on the first page you've got code of conduct summarised for the children. The second page is the sanction, if you do this, if you don't do this, then this is what's going to happen. So that's how the children come to know and then every year, in fact they are doing it now, where one of the teachers is involved with the RCL. We'll give the teachers these booklets, exercise books in which they will write down the names of learners and the RCL will control it. But the teacher will be given time in class to discuss the code of conduct, to discuss the demerit system and then explain to them what will happen, in other words unfold the process (Principal of FHS).

The process of using the COC is succinct and is well implemented in this township school. The manner in which the principal explained the issues of the COC with such fluidity and without hesitation points to the confidence and knowledge of how it works in assisting with discipline. As Bray (2005, p. 133) states that the COC is essential as it contains the disciplinary rules for learners and is therefore crucial to school discipline. Mathe (2008) adds that a functional COC was one of the essentials of a safe and disciplined school.

The roles of HODs in maintaining discipline at the school is important. The cascade-protocol model exists in FHS. The most serious indiscipline cases are forwarded to the HOD in charge of the grade of the deviant learner. The different HODs are allocated to specific grades. The HOD is tasked to administer the day to day activities of the grade. Some of these entail the monitoring of absence, absconding, results, admissions and transfers and so forth. The problems in the discipline arena are for their supervision. They are to monitor academic and non-academic matters. Thus the HOD who is primarily the curriculum specialist becomes the

controller of discipline for specific grades. The principal's creativity is shown where he has freed the HODs by having some of their non-teaching periods (NTP) allocated for administration and not for relief teaching. This time management allows also for the discipline policy to be implemented within a structure. They are therefore called upon to monitor attendance, pass-rates, school fees payment, discipline cases, and attend to parents on indiscipline cases, among other things. This structure was the one that evolved over time in the post-1994 period where the SMT was given a greater say in managing the school. When the HODs failed or if they were busy, the discipline matter was sent to the DP concerned.

In this context, the serious cases of indiscipline are cascaded upward. One DP manages the primary school sector and the other the secondary school sector as the school is a 'complex secondary' which doubles as a primary and high school. If indiscipline matter is serious the principal often is involved as the front person and oversees the disciplinary process to tribunal level as per the Schools COC. The state's policies are in practice. When asked what cases went through the tribunal system the DP stated, "*Generally it's the serious offences like drugs, serious assault cases, etc*". Learners are given the due warning, statement forms to fill and parents and witnesses are notified. A Disciplinary Committee (DC) is duly constituted and the tribunal is held. When inquiring on the use of the COC at other sectors of the school, the COC was not being used directly by teachers as it emerged from the various interviews. Confirming this, the DP mentioned that, "*I don't think the teachers are using it [the COC]*". Observation of a few classrooms indicated that the COC was not prominently placed in all classrooms while some had them clearly visible. While all teachers were aware of the COC, not all were familiar with it. Bray (2005) commented that that these rules of the COC must be properly implemented and enforced to ensure a disciplined education and school environment. Hence having a COC is of little value if not fully implemented that is known by all sectors of the school especially the learners and teachers.

During a focus group discussion learners acknowledge the existence of the COC and knew of importance. Some mentioned that it was summarised at the back school gate. Others said it was given to them on entry to school and is summarised on re-admission. Document analysis revealed that it is summarised and appeared on the readmission forms but focused on certain aspects such as dress code. The teachers who were not well-informed with the COC were the

new teachers to the school. This indicates that the SMT at all levels have failed to follow a thorough induction of new teachers.

6.3.2.2 Role of the SMT in Capacitating the Teachers to Manage Classroom Discipline

Re-structuring the school: According to the ‘Seven Roles of the Teacher’ as per the Norms and Standards for Educators the duty of the educator is to “Understanding various approaches to the management of classrooms, with particular emphasis on large, under-resourced and diverse classrooms” (RSA, 2000a). To assist teachers the SMT instituted some strategies. The principal changed the school to a class-based school to aid in discipline thus teachers are not based in their own rooms. Learners are room-based (that is, learners remain in their classes while teachers come to them for lessons). This allows for minimum movement during teaching periods. This had been changed when this principal many years ago discovered that having teacher-based rooms allowed for more indiscipline when learners absconded classes which was possible when learners moved from class to class. Secondly, each class-grade is housed near each other. Thus all Grade 12 classes will be found in Block C. This facilitates the easy movement of teachers as teachers tend to teach in particular grades or phases. This management initiative came from the upper SMT spearheaded by the principal. The leadership could be seen as that of being bureaucratic or managerial but on closer inspection it festers on transformational leadership bearing the hallmarks of a genuine desire of principal and DPs to see the school change for the better.

Role of the teacher: The discipline in class is largely determined by the teacher. The principal and DP stated that classroom management was primarily left on the teachers’ shoulders and the teacher was seen as the professional in the class to use his/her teacher training directly on didactic and finer classroom management skills. The principal’s initiative comes to the fore as he introduced school policy on how form teachers manage their rooms, for instance, the displaying of the Code of Conduct or using school rules. The principal explained he had a ‘classroom protocol’ instructing teachers to follow certain procedures including getting learner assistants in aspects such as discipline management, etc. He explained it as follows:

We gave them (the teachers) protocol on classroom management where we told them that these are the requirements to create a conducive environment for learning and teaching. So besides having the general class rules, having people to assist you in the

class, allocating duties, various things that you do in the class, rule about leave taking, coming in late to class, in charge of discipline, that's managing the class
(Principal of FHS).

With these protocols set, teachers were left to use their own expertise to implement them as they manage the classroom and the academic work. However, some teachers found that when they could not cope with a learner they resorted to asking the learner to stand outside the classroom which does not fall within the protocol of classroom management. Both the learners and teachers know that if the principal saw them there they will be taken to the office for a serious reprimanding or be severely scolded right there outside the class. The learners did not like this sanction, but teachers used it when all else failed in the classroom and when teachers needed to get the work done without the disturbing learner. This strategy of the teachers indicates that they wanted to do two things that is, to get on with the teaching (thus remove the mischievous learner from the class) and wanted the learner sanctioned with least amount of involvement (thus allowing the principal to notice the learner and then deal with him/her for the misbehaviour). The principal was very strict and his reprimanding and sanctions were severe). This technique used by teachers passed their burden onto the shoulders of the principal and it was not an effective way to manage discipline. Nevertheless, generally teachers at FHS were followers of rules set. Teachers modelled punctuality when getting to school in the mornings. Teacher punctuality to classes after breaks was good as observations show that the teachers do not waste time getting to the classroom when the end-of-break buzzer was sounded. Teachers displayed a high level of dedication to teaching and were observed busy teaching during all lesson sessions this also happen in some relief class duty also. Reduced indiscipline in class existed in classes that were busily occupied.

Capacity building: Capacity building was partly noted. The principal did resort to individual mentoring of younger teachers on classroom management. This one-to-one mentoring is what Leithwood et al., (1999) would refer to as 'individualised consideration' of the transformational leader. Of the HODs interviewed only one mentioned he had offered some guidance to teachers on the workshops presented to the staff via the upper SMT. This was not as effective as hoped and this challenge was there for leadership. HODs did not present creative ideas in their subject committee meetings on how to manage the indisciplined class and interviews showed they generally expected this to come from the senior SMT (principal and DPs). The HODs were not seen to provide much support on knowledge on how to

manage indiscipline in class and little concrete evidence existed on the development of teachers according to the School Improvement Plan (SIP).

The school rules which come from the COC of the school were submitted in summary form to the parents on registration to the school. This set out the important “do’s and don’ts” in the school. Classroom rules were to be drawn up for each class, but one HOD said it does not help as the teachers moved from class to class and have their own pet rules. It seems the Boys Town programme work-shopped at FHS, on discipline, which propagated one set of rules in the school was not being used – for reasons unclear. According to the Lee Canter model teachers should set clear rules and consequences (a behaviour plan), which is better if known to parents. To prevent absconding in class time learners are only allowed out with a ‘corridor pass’. Observations of this being carried and being checked on by teachers was noted. The school’s rules and the corridor pass were the initiative of the SMT and this works well to control learners.

SMT assistance: Inconsistency in disciplining learners does not help but was observed at the township school. Strauss (2006) commented on the importance of being consistent in rules for better discipline. This was noticed when the teachers responded differently when learners did not bring their physical education outfit as different teachers reacted differently. Some teachers do not take the class out if many learners do not have their outfit (as a form of punishment). One reason for this inconsistency was that teachers are under pressure to get the Physical Education and Training (PET) assessment done and PE outfit may not be an issue to some teachers (Physical Education and Training was part of the compulsory Life Orientation subject). The multiple standards on a basic issue like this do not help in discipline. This points to a slackening of management in the subject concerned. To assist in teacher absence the DP in charge, places relief teachers in the class where the teacher is due and observations showed that teachers adhered to the relief-roster vehemently. At times the DP placed the RCL representative in charge when no teacher was available. The RCL is then required to seek help from the neighbouring class teacher if needed. This occurs only for senior classes from Grade 9 to 12. Morning ‘briefing meetings’ were conducted by upper SMT, on certain mornings to inform teachers of the day’s happenings. This assisted in learner discipline as it got all teachers well-informed with the days programme. An example in case was observed when an inter school sports event was being held at the school. The morning briefing set the

school well as teachers knew how to proceed with the day's activities and this assisted in learner discipline as teacher duties were fulfilled timeously, movement of learners was swift, the other school was well received and the games went on well. Teachers informed their form-classes of the day's proceedings and this avoided confusion on such a day. This discipline related management speaks well for the leadership and management of the SMT.

Positive discipline: Some teachers engaged positive discipline strategies through counselling, moral education and mutual respect. Special mention was made of the DP and some of the other teachers who used the relief period to counsel learners on pro-social behaviour. One learner explained how the DP and other teachers engaged in counselling learners by giving them moral education. Other learners acknowledged what she said. She articulated it like this:

You could say our Mathematics teacher; she always tries to show us what is right and what is wrong... during the relief periods too... Whenever he [the DP] serves relief for us he'll talk about drug abuse, teenage pregnancy, and discipline and things like that. And also our form teacher (Learner 3 from FHS).

The counselling of learners by teachers partly indicates the leadership of the upper SMT as this was their instruction to teachers- the principal had mentioned that he had spoken to teachers to engage in counselling of learners at every possible opportunity. His influence was noticed here. Inadvertently this indicates the transformational leadership stance of the principal.

A valuable discipline system going down: The school has a solid policy in managing discipline and it is the demerit - detention system. The principal said that this was the brainchild of one of the HODs who introduced the system a few years ago when he found that learners were not responding to teachers' authority and this gave teachers an alternative method in disciplining learners. This points to teacher leadership where the HOD took the lead in getting a major system of discipline initiated and running in the school. This system emerged from his Masters dissertation recommendations. The principal encouraged proactive strategies to assist the school and this was one. The distributed leadership stance of the principal was observed again albeit conditioned. His transformational leadership stance emerged here when he saw the need and worth of this discipline system as an alternative to CP and instituted it. At its core was a list of misbehaviours that had a corresponding demerit

code. The DP explained how the demerit system worked with the allocation of points (demerits) as learners broke the COC. This is how he put it:

They all start of on a 100, so for example if you don't do your homework it's -20, maybe if you used language that was not appropriate, maybe that's 20, 25, 30. So if it comes down to 50, then only you get punished. Only then you'll go for detention (DP from FHS).

The principal confirmed this system and triangulated the facts on the system used. Each teacher had a detention book to record serious offences according to the list. Once the learner had a certain number of demerits the learner was given detention. The parent was notified and the learner was asked to remain in school in the afternoon. A team of two teachers were assigned to review serious offences but this was not done on a regular basis. The detention itself was simple as learners were asked to remain in detention class on Wednesday afternoons after the school was dismissed. They are allowed to do some school work. A duty roster existed stating which teacher was on detention duty that week. The strange comment was that while this was a time-consuming management task and a lot of effort was put to see that it was accurate, the DP stated that not all teachers saw it working well. The principal also said that some learners did not see this as a deterrent and learners did nothing concrete during detention. He reasoned:

Because they say children are quite happy to sit in school, because when they have to go home they still have to do the chores around the house. That's one of the most common things I've heard...Yes, and then detention is not really a deterrent because nothing much happens. They sit in room 9 for about 45 minutes to an hour, and then they go home.... The sad thing is we should be giving them concrete work, but no...It's not happening. I want to totally honest, it's not happening. (DP, from FHS).

Similarly, the principal added that while some experienced teachers made the detention period 'discipline in action' others did not like being on detention duty; and he explained:

Sometimes it's 45 minutes, sometimes it's an hour and during that period the children ought to be doing their work, whatever work they have to do. Sometimes we get them to go around cleaning the school, depends on who's the teacher on duty. Some of the teachers you know, more experienced ones do that; and you find that they use that to teach the children.... Exactly!! Not all of them unfortunately. I must tell you some teacher grudgingly go on because it's not the regulation, it's just something that we

do voluntarily here in the school, but it's very important because we've got to have some mechanism to discipline the children (Principal of FHS).

The SMT was lacking here as the policy is in place, the relevant personnel (DP in this case) are doing their duty and the shortfalls were known but little was being done to rectify the shortfalls. Teachers were reluctant to be in school with the very learners they want to get away from. No SMT mentioned that they had pursued some plan to strengthen this system of demerits and detentions. Then the HOD who initiated the system also found the detention system failing, and said that he needed to resuscitate it:

Initially it worked well, when we first implemented it and then after that things were not taken seriously; So I decided to, you know, resuscitate this whole thing because it was a programme that I initiated so I felt that you can't create something and not make it work (HOD A from FHS).

This was confirmed by the learner leaders. The RCL focus group believed that the demerit system and detention was there in place but the learners were not changing for the better as they accepted it and did not see it as a deterrent for future misbehaviour. Learners clearly intimated that they did not see detention as punishments and it did not deter them from repeating the misbehaviour; some remarks on this were:

RCL-1: “detention for the high school, on Wednesday you stay after school, and may write like an essay or whatever to say you won't do what you did again and then you go home. That's all.

RCL-2: “Students enjoy that”.

RCL-3: “It's not punishment to us.”

Another technical challenge with the system that emerged was that some teachers differed to others in standards and they rated indiscipline differently. This confirms the discovery made with the categorisation of the school and for the participants focus on types of discipline. There seems to be a level of inconsistency among teachers in the awarding of demerits and this makes the system weak as the learners develop different sets of standards for different teachers. In this regard one RCL representative exclaimed that one teacher repeatedly gave misconduct letters implying her criteria was not same as other teachers and said he'd prefer the stick as a form of discipline; he said:

One might be like...they might use the stick on learners when they do something bad, or there's this one teacher, whenever you do something wrong she will give you a misconduct letter or detention. All the time! (RCL 4, from FHS).

Another teacher criticised the poor follow-up on repeat offenders and on non-compliance by some defaulters. The poor reviewing and re-modelling pointed to poor leadership and management of the SMT in this regard. This is clear as the DP himself confirmed that this system was a feasible alternative to CP but did nothing to put its shortfalls right. The poor leadership comes from two fronts – (a) the poor management of the discipline system that is setting proper procedures for the detention system; and (b) the poor leadership in influencing the staff to get the procedures correct and consistent. Negative criticism falls on the SMT as a whole for their detached leading and managing this process and structure on discipline. One may assume that since this was one teacher's idea that materialised into the core check on learner indiscipline it was not accepted fully by the staff or they did not buy into the idea fully. Nevertheless, this detention system did provide the teachers with a solid system to maintain some authority in class and many teachers and HODs appreciated it. Reports indicate it gave the teachers something concrete to work with and empowered them in class.

6.3.3 Role of SMT in Managing the School with regard to General School Discipline

The above section discussed discipline in the classroom and the role the SMT played in achieving that discipline. The one aspect of discipline as discussed is 'the control of behaviour' while the other is 'developing self-discipline or good discipline'. I searched for both the aspect of controlling poor behaviour and developing self-discipline. Under this heading I focus on, the discipline structures in school, focusing on general school tone and discipline; corporal punishment as a method of discipline, other attempts at achieving good discipline and unique challenges at the school.

6.3.3.1 Creating Discipline Structures at the Township school and Role of the SMT

The SMT has various structures in place and they all point at maintaining control over indiscipline and developing positive discipline. These have evolved over time and are managed by the SMT. I explained below:

The demerit system-detention system, as discussed above, controls the learners' behaviour in and outside the classroom and hence helps in all-round discipline. The SMT did set up and manage other structures to maintain discipline. A special system for ground duty exists where the teachers are divided into two halves where each patrolled the grounds in a particular half of the break. Teachers go to a specific area to monitor learner behaviour during breaks. One

HOD is in charge each day. The DP explained that teachers and upper SMT are vigilant on duty. This was confirmed by learners. Their voices confirm this:

The other day there was a drug problem on the ground and the other DP was the first one there. So the support from the office is always there (DP from FHS).

There's many other teacher that tour the ground during the break to see if everything is in order on the grounds (Learner 4 from FHS).

To maintain the tone and discipline a special process existed for late comers. The DP explained "... we have another structure in place for late comers"; and that he was in charge of this where he kept a list of all latecomers and monitored their punctuality. The gate guard closed school gate at approximately 8:30am whereupon the DP goes down to interview the late comers, records names and counsels them. He counsels the ones who are repeat offenders and find solutions to the perpetual problem cases. At times he calls for their parents or works out other strategies. The act of positive discipline is noted when the DP explained how he at times is sympathetic to those living far away and struggle to get transport. His interview with them led to insights to their challenges. As Strahan (2005) said, "Aha moments" for teachers and students regarding positive discipline most often occur in conversations. The DPs positive discipline stance pushed him to the learning curve when he realised the plight of some learners. It speaks to the use of the positive discipline theme that some teachers adopted at the township school. The 'individual consideration' is similar to one of the four aspects Bass and Steidlmeier's (1999) present as core criteria of transformational leadership and it is noted here.

The school Safety and Security Committee (SSC) does exist, but it was created on paper for the need and request of the DoE, as many of the teachers were unaware of it and its existence. The DP and HOD did say it existed but also stated that the working of it is unclear. With regards to the existence of this committee, the DP explained that the SSC had been replaced by the principal:

It exists. But recently, I think, there are so many cases that we ourselves can't cope. That's the truth. So the principal has taken over to a large extent to help us, send letters to parents and then get the governing body to intervene.... (DP, FHS).

Confirming this, another HOD stated, "You see it may be in place and we know the police come from time to time to address our learners on issues of safety, drugs..." Also concurring, another HOD said that the SSC exists, but he knew little of it as the two DPs were controllers

of this. He said, “It is functional. But ‘the second DP’ and ‘the first DP’... they are in that committee. They’re deputies and in charge”. What seems to come out was that this HOD was not clear about the SSC and said that the DPs control it, yet one DP interviewed was not *au fait* with this committee. The community was not getting involved and this made it difficult to form the SSC. The principal worked around this SSC and did what the SSC was supposed to provide. Once again it is seen that the community in which the school is affects the manner in which the school is led and managed with regard to discipline. The lower socio economic status of the parents makes it difficult for an SSC to be created with members from the community and the DP mentioned that it was seen improper to get members from outside the community to be in their SSC.

A school’s Institutional Level Support Team (ILST) existed at the school. According to the principal the institutional support team met on Wednesdays, with two teachers making up the real working team. One was a teacher and one an HOD. Of concern was that one of the DP’s did not know the details as he said he was not directly involved. Later I gathered he managed the primary school part of this combined school and the ILST focused on secondary school learners. This indicates a seemingly compartmentalised control of certain school matters according to who is allocated a particular duty. An assumption is that the school principal tried to follow the policy of the DoE by creating the ILST and its functionality fizzled away. Once again it confirms the need for better leadership in managing such structures as it is policy and may help more learners and this in turn will help discipline. This also speaks to the fact that not all DoE policy may assist all schools as they intend to do. The uniqueness of some schools lowers the value of certain DoE policy.

6.3.3.2 Issues around Corporal Punishment (CP) and Alternatives to CP (ATCP)

While the various strategies above were used to maintain good discipline CP was also used by some teachers. In response to a question on the use of CP at the school the principal, DP and other SMT members commonly agreed that there is strict adherence to state policy of no CP in the township school, FHS. Results from the interviews and observations confirmed this, nevertheless some teachers still use CP, but they do not hurt the learners. There were no reports of teacher abusing learners or rather of any learner complaining of teachers hurting them in the present records I reviewed. The principal, DP and senior HODs oppose the use of CP as they believed in the use of ATCP (but in the case of the principal it was used under

special and particular circumstances as discussed later). They believed that while it helps stop the misbehaviour immediately to get order so that the lessons could continue, it did not stop that negative behaviour being repeated.

The HOD's and DPs believed CP had a place in the school in the past and when asked if the removal of CP linked with increased indiscipline one HOD reported, *"I definitely believe this"*. When asked if her staff had the same opinion she affirmed the belief. As the literature speaks when African teachers were interviewed they stated that they believed they received CP in school in their school days and it worked to produce respect and obedience (Morrell, 2001b; Naong, 2007; Maphosa & Shumba, 2010). One African teacher said that she had received CP in her school days and there was respect but this has since changed; as she exclaimed:

Yes. When we were in school we were given corporal punishment it was good for us, we were able to listen to our educators, but now, today, since there's no corporal punishment learners don't want to listen, they don't want to learn (Teacher B from FHS).

Congruently, other teachers and three of the SMT as Maphosa and Shumba's study (2010, p. 387) found:

That educators generally feel disempowered in their ability to institute discipline in schools in the absence of corporal punishment. Educators revealed that learners showed disrespect because they know that nothing will happen to them. Although educators are aware of alternative disciplinary measures, they view them as ineffective and time consuming.

This view has been repeated in this study with similar responses from Indian and African teachers.

Learners' views of CP and that of the RCL concurred with the teachers as to its immediate effectiveness in silencing the class to get on with work, but they had other salient views. The question that I asked was, "Does CP work?" and the learners' responses showed that they accepted CP, believed that their peers respond better to CP and believed that 'action' on indiscipline meant the stick and not talking. One can only imagine that the learners perceptions come from how their colleagues respond in their classes and thus their voices are relevant. The learner's voices below indicate these views:

Yes, because if you give a child a hiding, they say once bitten twice shy (Learner 5 from FHS)

I have the same opinion because of they hit children they get to learn faster. If you talk to some of them they just won't listen. I'm not agreeing, I don't think they should but it's the only way to make them listen (Learner 6 from FHS).

Some RCL also accepted the use of CP at FHS as commented by one member:

I agree with her that CP is a deterrent. Two years ago when I first came to this school it [CP] was taken away and there have been a lot of changes, there's so many problems now that I think will never be solved unless action is taken. That's what counts (RCL 1 from FHS).

The above indicate that learners at the school see a place for CP in controlling some learners and they accepted CP. Nevertheless CP also brings out more violence in other learners especially those who have serious social problems (as in the Boys Town boys). What the school lacked as mentioned was a SWPBS where the second and third tier of indiscipline is catered for that is, the special cases of indiscipline. SWPBS is based on the premise that when staff members actively teach learners how to develop good behaviour (using modelling, role playing, rewarding positive behaviours, etc) the proportion of learners with mild and serious behaviour problems will be reduced and the school's overall climate will improve (Sugai, Horner, & Gresham, 2002). This reflects the second tier while the third is the use of outside assistance to manage serious indiscipline.

The principal extend this view, in his account of CP at the school suggesting that he does not allow CP in the school but admits to using it himself in the odd occasion when all else fails. The principal opened up his inner thoughts stating that he did not believe any teacher in school must use CP but he did under exceptional circumstances where the learners disturb the educational ethos at school and refuse to listen to counsel. He went on to say the DoE was of no help. He expressed himself thus:

Yes, it's a system [the detention system] in place as opposed to corporal punishment because I told the teachers in no uncertain terms the law says you must not use corporal punishment and our good nature says we mustn't use it and honestly you don't earn anything by hitting a child, definitely don't. But also remember when you have no assistance, you have no help, when you are in a corner it's a matter of fight or flight, you know, are you going to run away from the system because you are frustrated or

are you going to defend your teaching. If somebody stops you from teaching, you can talk, talk, talk, eventually you are going to use what comes naturally (Principal of FHS).

When analysing what he says one gets a deeper understanding of what is going on at the school in terms of discipline. It is evident that the school learners are generally under control albeit the perpetual cannabis smoking; but at times the episodic violent acts and severe indiscipline warrants more than the verbal, written warning and suspensions according to the principal. I gathered it was the frustration of learners' blatant refusal to listen that leads him to use CP but as gathered only on violent and abusive learners. This was found to emerge as the principal had no help from the DoE when asked and talking did not work.

Evidence from the parents' responses points to the parent community encouraging CP and sanctions its use. The DP explained that when parents call at school they hit their children and are report hitting them at home; as he said:

The parents will whack the children black and blue. Or they even tell me here don't worry I'll sort him out at home or I'll sort her out at home (DP from FHS).

The DP and Teacher-B found that they were generally of the opinion that the use of CP was essential as it was the only thing the learners in that school responded to immediately. As Morrell (2001a) found the African parents sanction CP and it was difficult to move away from its use; the same was found here. As a contrast to the general opinion of the school there were two teachers who believed differently to a point. One young female teacher believed it had no place when one could use ATP as taught to her at her university. Nevertheless she did say she is finding it a challenge using ATP as other teachers. In this regard Serame, et al., (2013) study found, whilst both teachers and learners preferred the educationally sound preventive and positive methods of maintaining discipline, the application of these methods appears to be ineffective due to lack of teacher education.

The CP discussion is too vast for coverage in this study but findings relate to literature and when reading Chapter Eight on the Rural School case study it rears its head again and correlates with literature. FHS does not sanction or use CP as a theme in discipline but as stated the principal and some senior teachers use it as a last resort when ATP fail and when the deviant learners are aggressive or when boys fight with girls. This finding concurs with that of Maphosa and Shumba (2010) and Zulu (2008).

6.3.4 The Role of School Leaders in their Relationship with Relevant Stakeholders: Learner Leaders, Parents, SGB (parent governors), and DoE with regard to Learner Discipline

I now focus on the main and obvious stakeholders in the school that affect school discipline and they are the learners who have been given leadership roles, parents, the SGB and the DoE. Each will be analysed separately.

6.3.4.1 Role of the SMT in Managing Learner Leaders for discipline

The SMT have at their disposal the learners themselves to assist in discipline. While the state has enforced the creation of the RCL (Schools Act, article 11) this participating township school did not use the learners to their capacity. The use of class monitors was left to the discretion of the class teacher. A class monitor was a learner chosen by the teacher that was given an elevated status as a leader in the class and this learner maintained discipline in the class when necessary especially before a teacher arrived at a class that is, in-between periods. The SMT has not tapped into this source of leadership by formalising it or manipulating it to fit this township school.

The role of the RCL in the school too was limited. The TLO did mention he held democratic elections for the RCL selection. They were to meet twice a month but learners stated this does not often happen. The RCL representatives of the class had certain duties and these entailed assisting the administration in maintaining discipline and being the first to report cases of concern to the administration. Findings revealed that learners had more negative views of the value of the RCL, but for one learner's comments. Most of them said the smaller RCL representatives from Grade 8 and Grade 9 have little authority and rarely assist in discipline matters outside the classroom, and the RCL at times also misbehave and let deviant learners off while some RCL also abuse their power. These sentiments are represented here:

Some of them do [assist in discipline]...some of them just abuse the badge” (Learner 5 from FHS). This was also echoed by other learners.

Some of them (RCL) are in matric because they...other students believe that they can do them a favour because they also misbehave with them (Learner 6 from FHS).

They [RCL] abuse the authority and just walk out of the class [on the excuse of attempting to find the teacher] (Learner 7 from FHS).

On the contrary, Learner 8 did say her RCL representative was a strong leader, *“like in our class we have good RCL... Like Mandla, when we didn’t have a teacher before this, and he was in the class trying to sort the class out”*.

Evidently, some leaders would lead when the occasion presents itself as in the last case; but in the majority the popular choice RCL was not effective in discipline assistance. Various teachers concluded that the RCL was chosen and existed but withdrew from saying much on the role they played. Results indicate that one observable initiative was that they initiated and earned a uniform change as in dress code by negotiating with the SGB. There was no evidence that the present group of RCL were being trained to lead or if they received any coaching in discipline, leadership, mentoring and so on. This is source of powerful leadership lost by the SMT of FHS.

The learners explicitly said that the RCL do very little. Other researchers like Mathe, (2008) found that the learners were not given true representation in school matters. As Strauss (2006, p. ii) found that, “The pupils came out strongly in support of collaborative rule-making and were keen to have an input into the school's disciplinary structures”. Once again the SMT seemed to be happy that the RCL existed but did not engage in making that structure really work in enhancing discipline. Similar to the finding of this study, Subbiah’s (2004) found that the learners had various challenges regarding attaining capacity to fulfil their RCL role. He recommended training of learners for their RCL task and training the TLO, principal, senior management, educators to help the RCL fulfil their role. Subbiah’s findings correlate to the finding of this study with the township school as it became evident little training existed and this powerful team could definitely help discipline if trained and empowered.

6.3.4.2 Role of the SMT in getting Parents on board with Learner Discipline

The educational triad is the teacher-learner and parent. The challenge was getting the parents to assist in discipline as many had no control of their children or could not get to school due to work commitments. The upper SMT did devise creative ways to get learner’s parents to school. Initially they held evening meetings but this failed due to lack of public transport. Then they moved to Saturday meetings this helped to an extent. The use of the SMS system to contact parents too was ineffective due to continuous changing of phone numbers. The use of the strategy of asking parents to collect the school report worked to a limited point. This forced a meeting between the parents and teachers/principal who had limited success as it

often came at the end of the term. These creative ideas to make contact with parents that emerged from the SMT. The township parent often complained that they could not get off work and when parents were called to school many learners brought their relatives or even strangers. This challenge emerged from the low SES of the parent community and the challenges they have. Parent also do not attend parent - teacher meeting (PTs) due to work constraints and also because they placed a lower value on their children's education. A senior teacher reported that his survey noted that for the coming PT meeting less than 10% of parents indicated that they would be attending:

I can tell you right now for tomorrow's meeting out of 44 only 5 learner's parents indicated 'yes' (Teacher B from FHS).

It is evident that teachers need to play a greater role in pastoral care as parents are not responding to school calls and not being responsible for learners schooling activities. Lambert (2012) study confirms this finding, stating that teachers had to fill a greater pastoral role than they did in the past, as present learners face many more difficult challenges than they used to in the past. Matshe's study (2014) concluded that failure by the Department of Education to capacitate parents on issues relating to school governance was another great challenge.

6.3.4.3 The SMT and SGB (parent governors) interactions with regard to Learner Discipline

The SGB is finally responsible for implementing sanctions to deviant learners at the school level. This is because the SGB has to sanction the recommendations of the DC which is chaired by the parent component of the SGB according to amended Schools Act (RSA, 2003). The passing of the ultimate sanction of five days or recommendation of expulsion rests in the hands of the SGB. Thus the SMT and its relationship with the SGB especially parent component is significant. On investigating the role of the SMT in working with the parent component, it emerged that the principal and the upper SMT did most of the paper work for the parent component including the drafting and finalising of the COC, fund raising, and budget. This was largely due to the parents' lack of capacity, time and experience in these issues. To expedite discipline matters the principal said he had their permission to act on their behalf and suspend learners or send them home. This and other non-discipline matters indicate that there really was no need for the SMT to develop a close working relationship with the parent component to assist in discipline matters as in effect they did not

matter, partly because they allowed the principal and DPs to act in the best interest of the school. Bhengu's (2005) study too found that the teachers and SMT view the SGB as comprising only of the parent component and inadvertently 'divorced' from the SMT.

6.3.4.4 The SMT and DoE interactions with regard to Learner Discipline

The DoE with its structures are the source of support to all schools as per policy structure. Schools, while being bestowed with self-governance and dispersed management are more challenged by this rather than advantaged. The DoE is ultimately the final decision maker in the outcome of major indiscipline cases as stipulated in Section 9.2 of the Schools Act. The DoE takes the final decisions on expulsions of learners, replacement of learners and appeal cases. The relationship of the SMT as school leaders with the DoE personnel, mainly the superior to the school, the Superintendant of Education Management (SEM) now called CES-Chief Education Specialist is significant. The principal is the only one who liaises with the SEM and this does not offer opportunity for the other school leaders to develop any relationship of worth. The only help the SEM offered the township school with regard to discipline was a programme of counselling in the past year that ended as quickly as it started within a few months according to one SMT member. The principal, SMT and teachers expressed their disappointment at the lack of proactive involvement of the DoE that is, the SEM and other relevant DoE staff such as Psychological services. The principal cited an example where they tried counselling and other ATPC with a deviant learner and failed. The worst came when the learner assaulted a teacher. The principal and the SGB sent a request to have the learner expelled but the DoE representatives did not even reply due to their inefficiency. He said:

Unfortunately a nasty incident took place where a student assaulted the HOD. After a long drawn process, in spite of asking the DOE to expel the child, nothing helped. In fact the DOE didn't have the decency to reply (Principal of FHS).

The DoE was seen in a negative light in this school due to the lack of help and failure to drive initiatives of the school forward. This evidence concurs with Kamper's (2008) study which found that there was a need for education district officials to interact closer with schools, by training SGB members, assisting principals to draw up business plans and assisting schools to acquire what was urgently needed.

6.3.5 The Role of the SMT in Developing the School Ethos

This section points to the various strategies implemented at the township school to enhance discipline. The study of what was done at the school will shed light on the role of the leaders- the SMT and principal. It will show that the decentralisation of management of schools have not fully evolved as the principal is at the ultimate end of the responsibility chain at the school. This tends to make him the initiator of most things relating to discipline among other aspects of the school. At FHS most of the aspects in improving the safety and discipline of the learners were the initiative of the principal.

The principal motivated for a fence to be installed around the school and for a security guard. The fence was a great necessity to keep learners safe from intruders, criminal elements from the neighbourhood and strangely also to prevent the learners running away from school. The school has two gates, the main gate manned by a security guard which is also a motor gate. The guard at the gate monitors the entry and exit from school for all persons. Late learners are kept back by the guard till approximately 8:30 am when the DP in charge comes to deal with them. Learners leaving may exit early with the production of a pass-out from the office, duly signed and stamped. The guard ushers all parents and visitors to the office after recording their details. The guard also monitors the combo-court and part of the grounds. At times the guard is used to monitor certain activities for example sporting activities. The school has clear signage with verbal and symbolic language. They are clearly visibility on entry to the school and on the path leading to the office. Some of the signs refer to ‘no-smoking’, ‘no drugs’, ‘no weapons’, ‘no noise’, ‘report to office on arrival”, etc. The school mission statement and rules of entry are in the office foyer. Some pro-social behaviour signage hangs on the school walls for learners to see and be reminded of.

The principal promotes and initiates motivational talks to assist in learner discipline. The principal had recently organised a talk by a renowned academic and motivational speaker. The talk and its influential impact were highly valued by the learners. The HODs commented on how the school or rather the principal initiated motivational speakers. This is what they said:

The other one was these institutions like SANCA, the Child Welfare and ...religious leaders to address the assembly and also rehabilitated criminals, offenders. One that comes to mind, we remember that guy Gayton Mckenzie (HOD C from FHS).

The principal will invite the police to an awareness programme or he'll invite someone else, you know on safety and things like that. So there is a lot of activity in that way, in awareness campaign. The last one we did was the rape... We had a big campaign. We had that speaker from Netcare to address the children (HOD D from FHS).

The school was involved in the petition against rape initiated by a NGO, 'Men Against Rape' trying to conscientise the male child to respect females. A special assembly talk and programme was held for the entire school. The initiative extends into the classroom as the principal also had one of his DPs to monitor the classroom motivation talks. Results from observations of the school showed that there was a set of booklets on drugs in the staffroom and the DP and principal indicated that they encouraged the teachers to discuss topics from the booklet. This was followed as the learners did collaborate this as a learner said,

Every week we have a drug campaign... [Question: Drug campaign?]Yes. We discuss...topics in the morning registration period (initiated by the form teacher) (Learner 8 from FHS).

This charismatic leadership comes out at time with the principal motivating his staff as he is a good orator. The role of the principal as leader and innovator was clear while the absence or lack of initiative from other SMT and teachers is noted. Of the two DPs one responds to discipline more than the other; and he and the principal are the initiators of organising motivational and community speakers to guide the learners.

The principal was observed providing teachers with an e-document from the web on cyber bullying. The SMT led by the initiative of the principal and DPs organised and held workshops with the teachers on the issue of discipline. This has occurred at times within the staff meeting. Workshops on detention process, demerit and merit system, classroom management and on drug abuse are but some topics focused on. One HOD was dismayed that the workshops on discipline did not help in disciplining learners and collaborated this when she said,

You can tell...we have so many workshops on discipline, we even had the guys from Boys to come in here to present a workshop...but still poor discipline exists (HOD B from FHS).

Workshops on discipline were also facilitated by the Boys Town panel. (Boys and Girls Town is an organisation of civil society that shelters, care for and educate boys and more

recently girls who are either abandoned by their parents or offer parents major behavioural difficulties in being reared). The Boys Town programme is a costly one which takes two full days and has follow up plans to check its implementation. Each teacher gets intrinsically involved in the learning process and a guide-book is given to all teachers. The programme is based on the principles of positive discipline and ‘tough love’. Also for capacity building teachers’ teams did go for the SSC workshops presented by the DoE. This information was ferried down to all teachers at a staff meeting. The DP said, *“We attend all the departmental workshops on safety and security...as the principal never misses out on capacity building.”* This speaks to the principal’s role in transformational leadership. He moved through the various leadership stances depending on the occasion and this in turn points to contingency leadership.

The challenge to get the learners into school on time emerged when boys congregated at a Cafe outside the school. The principal with the help of the DPs got some of the male teachers to assist monitor the shop. This management plan stopped when an irate learner provoked a teacher on duty there. Thus for legal and safety reasons the initiative was abandoned and modified with only the DPs being asked to monitor the gate in the far end of the school near that particular shop. To complement this, the principal initiated a first school buzzer at 7:40am to make all learners know that the school gates would close in five minutes time. Then at 7:45am the school morning buzzer is sounded. Such initiatives in this school came from the upper SMT. Going on, the DP explains that FHS worked with the community to get help for learner discipline. One major role player was the Chief from the community (informal settlement). The principal developed a good relationship between the school and the councillors. They were called to school to help counsel the learners and address them occasionally. The DP explained that the past councillor or chief helped in school discipline by speaking to the learners and he said:

We tried to get, for instance, the councillors or the chiefs. At that stage we had a very active councillor in the community and he helped us with discipline to a great extent (DP from FHS).

On another note, the principal went an extra mile by urging the SGB to appoint African teachers to Grade R so as to create a link between the school and the African school community. He also encouraged a young African policeman to come into the school to assist in discipline. This is further discussed below on ‘transformational leadership’.

The above data show that the major leading role was played by the principal. He initiated programmes and saw that the teachers assisted in playing their part in the maintenance of discipline. The initiatives above came from the principal's desk as he either coordinated the initiatives by himself or by the DPs. Second to him the initiatives came from the DPs of FHS. His collegial-distributed leadership was clear and in play. At times the distributed leadership was not spontaneously motivated by teachers but contrived as the principal or DPs offered leadership role to individual teachers who they believed had capacity. However, the principal by engaging in 'intellectual stimulation' for example by providing articles of educational value for example the one on bullying speaks to "intellectual stimulation" one of Bass and Steidlmeier's (1999) four aspects of transformational leadership, the others being 'idealised influence', 'inspirational motivation' (shown when he talks at the assembly) and 'individualised consideration' (seen when he counselled individual teachers and learners).

6.3.6 SMT'S Role in Teacher Leadership in the Township School, FHS

Teacher leadership is defined as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead (Grant et al., 2010, Harris and Lambert, 2003; Rajagopaul, 2007). Various researchers and commentators in the field of leadership spoke to the issue of teacher leadership which is promulgated by the Task Team Education Management and Development (Department of Education, 1996). The policy in post apartheid South Africa asked for the teacher to display leadership and be a leader. On investigation the distributed leadership of the upper SMT while exists is often contrived. Nevertheless two teachers stood out as model teacher leaders at FHS. One was Mr Cameron who was observed assisting in the office with discipline cases. He also takes the initiative to lead by example and is at the forefront of most learner related school activities and is the school TLO (Teacher Liaison Officer). I observed him take charge when some ex-learners got into the school with false permission. The principal took the lead in offering the teacher the scope to get involved in greater school activities. This helps in discipline as such teachers assist willingly to maintain discipline. The other teacher is an HOD who goes beyond his duties of curricular and co-curricular nature. He is Mr Anthony who introduced the demerit and detention system. He also took on the massive task of co-ordinating Matric examinations. His willing nature to help was felt when he explained the extent of his involvement and said:

I did everything right from schedules, the checking of schedules, checking the names; submit it to department, re-checking the schedules and then also I did the timetable, the matric timetable. I did the invigilation roster, setting up of the rooms, collecting the paper, taking the papers to the exams...to the office...so the whole thing. But it was an exciting experience. It was enjoyable and something different (HOD, A from FHS).

The words ‘*But it was exciting*’ sums up the willing and enthusiastic nature of the HOD. Here too the principal by allowing and nurturing this teacher has developed a leader among the teachers and this assists in discipline as this teacher, Mr. Anthony was observed on the grounds and on sports day taking charge of learner discipline.

Other HODs engage in the management of their departments and do engage in duties given from top down but extending beyond this is limited. As Grants et al., (2010, p. 16) study found while teacher leadership existed within the classroom and to an extent outside it, there was, “substantially less teacher leadership in relation to school-wide as well as community issues”. While they found the “SMT blocking teacher leadership” to an extent, this was same to a limited extent in this township school but not clearly observed. The majority of school teachers at the school are trapped in their own niche’. At times some want to step forward but the act of bringing forward a new thinking and proposed new approach is daunting as the structures to express one’s self is absent. Also one teacher mentioned she believed everything at the school was top-down. In this regard one teacher did say that while duties are offered to all, sport coordination goes to one and the same teacher for years assuming others cannot do that duty. Similarly in a large sample PhD study, De Villiers (2010) indicated that teachers experienced barriers to teacher leadership. In this case it seems to be ‘*let things lie as they are*’ and ‘*let’s not rock the boat*’.

6.3.7 The SMT and the role of Positive-Discipline Practises (PDP) and School Wide Positive Behaviour Support (SWPBS)

Positive discipline practices: There is evidence of the use of some positive discipline practices at the school at different levels – from the top to the teacher. Almost all teachers including entire SMT, view their discipline approach as positive and humanitarian. Plateau and Muir (2008, p. 22) have summarised PDP to include allowing children to think for themselves; where adults are stewards and not owners of children; where parents are

respected; where education emphasises respect for others, compassion, fairness, equality non-violent problem solving and justice. The DP by demonstration showed that he was very diplomatic and followed a humanitarian approach in dealing with learners when handling late comers and when deviant learners were sent to the office. Observations of the DP and HODs in dealing with discipline cases showed that they used the humanitarian approach. They spoke to the learners with pleasant mannerisms and body language that showed acceptance and willingness to help the learners understand and rectify their behaviour. I observed a repeat deviant boy being sent to the office and the team of SMT who spoke to him were all pleasant and allowed him to speak and plead his case. They were nevertheless not lenient as they made him sit in the office area till he and the teacher who sent him were calmed down.

Observations of the principal, DP and teachers on duty on the grounds during breaks indicated that they were cordial with all learners and in reprimanding some overtly noisy or rough learners they responded in pleasant reprimanding tones and words. During observations I saw no malice in their action in disciplining and controlling learners. The principal though is seen as the one who will not hesitate to ‘rough-up’ an indisciplined learner is often seen in the lunch breaks chatting to learners in an amicable manner. When asked about observations of him chatting with learners during breaks he explained his paternal feelings for learners and his stance on tough love and he explained it like this:

Nobody hates me in this school. They all understand that Sir is there, he’s like a father, and I tell them this. I am your father; I will take care of you. You do the right thing, you got all my attention. You do the wrong thing, you still have my attention, but if you do something wrong [again] I will punish you (Principal of FHS).

This finding points to the situational or contingency leadership stance of the principal as he used the authoritarian stance on difficult learners and yet permeates a humanitarian stance in leading and managing the school. It is he who influences teachers to adopt the humanitarian stance in discipline. The hands-on approach of the principal was noted. In an interview, the principal said that when a teacher calls for him on a discipline issue, he would never let the teacher down; and he said:

I cannot leave them, because if I leave the teacher, number one the teacher will say nobody wants to help me, number two for that period there’ll be no teaching and that’s going to impact on the entire class. I usually go and when I go there

the children will respond and I'll bring them in, I'll make them sit in my office, talk about what has happened and then I'll issue, with their permission, I will tell them these are the options, you did something wrong, you broke a rule and let's implement some form of discipline and that's sanctioned and then we'll go. It helps but it's very hard because as a school like ours we have lots of matters to attend to and then you overwork one person, that's the principal of the school
(Principal of FHS).

The stance of the principal once again reveals the transformational leadership as the aspect of 'individual attention' is noted, as advocated by Bass and Steidlmeier (1999), as a core component of transformational leadership. The principal without knowing it was using the principles of positive discipline with the development of a good rapport. He always reiterated the COC and then proceeded with disciplining the learners. Evident is the teaching of good behaviour and development of self-realisation and self-discipline. The structure and process of discipline used at the school shows that to a large extent the process is democratic and follows DOE policy. It follows the lines of being humanitarian and not authoritarian and punitive. When I asked a SMT member how she viewed her and school's approach to discipline she said, *"It's more on the humanitarian [path]"*. These were the very words used by another SMT member who explained the PDP at the school and she said:

At the workshop what I said was that the child in the classroom should be seen like our own children and we must show compassion, love and so on, you know, once you begin to get the child...if you are angry with the child and display that anger, that negative emotion, the child becomes angry, so it becomes like a vicious circle and you can't break that circle **(HOD C from FHS).**

Many teachers at FHS show positive discipline practices which are at the core of many teachers discipline strategy. As a part of positive discipline, parents are called in to help in understanding why some learners are repeat offenders. The principal and DPs often call in parents to investigate deviant behaviour. In this township school parents failed to respond on time and when they attended they were often helpless to make changes over lack of control over their children. As a rider to the positive discipline practices (PDP) is that while the PDP are a common theme in the school it is often not understood and appreciated by the learners. As noted some learners stated that they respond better to tougher forms of sanctions or punishment. As one teacher (D) said, *"learners could not understand being soft and pleasant with them... as they responded to tougher stance from us"*. It is this that made another teacher

say, *“Talking to the learners just did not work”*. Though the PDP at the school are at times perceived by some teachers as not working on the practical side, the participants in general rate the school as of ‘average’ level of indiscipline. This implies, it must have had some impact on the learners and it is significant as a majority of them come from the lower socio-economic background with its cultural acceptance of a tougher approach to discipline.

School Wide Positive Behaviour Support: I turn to school leadership and the use of WSD for example, School Wide Positive Behaviour Support (SWPBS). There were serious cases of indiscipline, such as the consumption and abuse of drugs (mainly cannabis), truancy with intent to take drugs, and serious singular cases such as the one where a young boy of thirteen years went ‘out of control’ and held the whole school to ransom with his violent outbursts. Sadly, there was no evidence of a WSD/SWPBS in place to deal with the third tier of very disruptive learners. The SWPBS advocates in the third tier of indiscipline (most serious, on or bordering on criminality) a special structure is created to manage such learners.

Students requiring secondary or tertiary interventions often have patterns of behaviour that hamper their learning and require great amount of the teachers’ and SMT’s time and energy to deal with. The objective of secondary supports is to prevent ‘at-risk’ behaviours from escalating or becoming chronic. At the tertiary level are learners requiring support on multiple levels, such as mental health needs, difficulties at home, or involvement in the juvenile justice system. Such learners are most at risk for failing, dropping out or engaging in criminal activity as seen in the serious cases of the Boys Town boy that went out of control. According to Kelly and Vaillancourt (2012) examples of tertiary supports included individualized behaviour plans, access to individualized counselling services with the school counsellor/psychologist, and coordinated wraparound care facilitated by the school social worker. Wraparound services are distinguished from traditional service delivery in special education and mental health by their focus on connecting families, schools, and community partners in effective problem solving relationships.

SWPBS advocates the use of some structure often with outside professional assistance to the school such as district counsellors, social workers, NGO financial and social help, doctors and even tribal help. The manner in which FHS responded was to remove the seriously deviant learner from the school. Here the upper administration got the Boys Town learner

removed after the serious event at school. On other occasion the DP and a HOD mentioned that some Boys Town boys just ran around the school deliberately absconding class. There is no evidence of any special programme in the Learner Discipline code to cater for this third tier of SWPBS. Interviewed participants believed that the SMT and teachers did their best in ‘helping’ these deviant boys. In their minds that what they did was sufficient hence the lack of knowledge on ATCP and WSD is evident- Is it a leadership or general wider educational structural shortfall or omission in discipline management?

6.3.8 Challenges to Good Discipline in Township School and how the SMT managed them

Participants discussed the challenges experienced by the school. Some are unique to the school due to school context.

6.3.8.1 The Home background and School-setting affecting discipline

As mentioned the majority of the learners come from the low-cost RDP homes and informal settlement and they have the usual challenges of the lower social economic status (SES) settlements. The principal presented it succinctly when he said that many learners come from broken homes, have poor social skills and bring their community issues to school; as he explained:

You see if you have this business of lack of discipline at home because of the absence of parental heads, by the way many of the children where they come from, their parents are absent, in other words either they are deceased or they are living somewhere else and the children are staying with their relatives so there is no firm control over them. So when you don't have control at home, the child comes to school, they believe that whatever they do is the right thing because nobody told them what's wrong. Now, coming into school then and taking their personal issue from their community and expanding on that in school and creating further problems, it's not uncommon (Principal of FHS).

The principal and DP commented how the problems experienced in the neighbourhood impacted the school. They explained that there is unemployment and many social challenges such as mugging, smoking cannabis, alcoholism and even rape in the community. This affects the learners' social upbringing and affects their ability to fit into the school educational system, concentrate in school and do homework.

In fact there are cases in that community where while the child is at home, the child is being raped by somebody they know. So rape is quite common there and the community themselves, they are terrorised (Principal of FHS).

Agreeing with the principal, DP added to what the principal mentioned about the school parent community social and economic makeup, confirming what was mentioned.

The bulk of the people are informal settlement and RDP houses. So in the RDP houses you've got a whole host of people who finished matric, there's no jobs, so they sit at home and they engage in various activities. They are what you would call the 'thugs' in society. So that community is a very terrorised community (DP from FHS).

One female educator added that many of the boys showed little respect to the female teachers at the school, thus adding to the principal's statement that learners bring their community socialised behaviour to the school.

Learners definitely don't have respect for female teachers (Teacher B from FHS).

Thus the learners come from a society with high crime rate, violence, poor parenting, and acceptance of drug taking usually cannabis. The incident of the boys attacking a girl in the presence of teachers because she belittled them is one point in question. It would be shallow to say that all townships have the presence of male dominance but this and similar incidents correlate to such socialisation among other factors. The above challenges made it difficult to change the mind-sets of the learners coming from these homes to value education, do homework, follow basic rules and cooperate with teachers.

John (2013) found the same, stating that learners exhibit the behaviour acceptable in their home environment at school and it includes antisocial behaviour. As John (2013, p. iii) found "Poor learner discipline in boys reflected their own constructions of dominant male gender identities, formed as a result of their life experiences in a world embedded with notions and practices of patriarchal hegemony". This is similar to De Wet's (2003) found that the learners' home background affects learner discipline greatly. He says the moral degeneration of the community, racial conflict, unemployment, poverty, poor medical services and housing are some of the community factors that promote school violence. Ncontsa and Shumba's (2013) study found that learners reported that violence in their communities was widespread with over 72 (91%) of the respondents reporting that violence in their communities contributed to school violence. This is the case in this township school which seems to

epitomise the textbook scenario of the challenges at township schools. This explains why the principal at times gets to the level of the boys, uses CP to get them to obey the school rules.

6.3.8.2 Racial Tension within the school

The racial composition of Indian teachers and largely African learners did produce challenges to teachers who were hard on indisciplined learners. Many teachers shied away from commenting openly on the racism especially the racist comments made by learners towards the Indian teachers. They were being labelled as racist till African teachers, introduced to the school, were also harassed by unruly learners (even bringing one female African teacher to tears- as observed). The teachers nevertheless in the main tried to remain neutral while some did take steps to make the African learners accept them as teachers and as adults in their presence. Some teachers used the deep African cultural belief of showing respect to elders as a method to get learners to accept them. This is in keeping with Vandeyar's (2010, p. 343) study which found "a few teachers went against the grain and responded to school integration in a way that holds immense promise for the South African schooling system". Many teachers grappled with the use of counselling, scolding and being loud when it came to disciplining learners but all tread very cautiously when learners were openly racist as the principal and upper SMT had primed them on reacting cautiously and summoning such cases to upper management as the cases came up.

6.3.8.3 The Limitations of the DOE Policy with regard to Democratisation of Learner Discipline, Decentralised governance and management thereof

Many teachers believed that the 'new' discipline process has left teachers without authority and this has made learners defy teachers' orders and requests and has made teaching more difficult. Even the simplest and core essence of the learning process that is reinforcement of work learnt by the act of doing homework is defied by many learners. Teachers believed the democratisation system of discipline did not help as learners became irresponsible with the freedom obtained. These views were articulated by many teachers but I present those of an HOD and two teachers:

It [the democratic process] works-it just depends on the child. There are some children it will never work on. But yes, with some children it is a form of deterrent
(HOD B from FHS).

While the teachers were interviewed individually and did not know what their colleagues said, overall findings show that they had a common view of learners and, democracy and freedom as expressed by Teacher A.

They have received freedom and so has everybody. But in the process of receiving it they are throwing away responsible actions (Teacher A from FHS).

The finding that emanated from the South African study of Davidowitz (2007) show similar conclusions as the above where teachers perceive loss of authority and control of learners and the teaching environment. I discuss the criticism of the democratic discipline system. Firstly, the process of holding a tribunal is regarded as too slow and takes too long and is thus ineffective. The entire process of going to the tribunal takes too long and often the deviant learner does not benefit from the delayed sanction. The principal said that he got the SGB to confer powers to suspend learners in obviously clear cases. He said,

So the mechanism is that you give a letter. I will phone, you can't get hold of them by phone you give a letter. I suspend the children; I don't take them to governing body. Very laborious, long drawn, useless process, because if I have to take the cases to governing body then we'll need a permanent sitting twice a week and for hours to sort this out. I told the governing body, 'you know what, you give me permission to suspend them, I'll use my discretion, I only bring them to you if the matter is serious. They agreed. That's how it works (Principal of FHS).

As noted Zulu's (2008) study found that the suspension policy needed "external consultants" and was a "long process", while Bhengu's (2005) study points that at times "practicality came before the law". Then Joubert's (2004) study spoke from the opposite perspective stating that the SMT and governors do not follow the law and Constitution in their practice. Fast tracking works at this school. The school's community dictates what the school discipline is like and how it is managed. This is just one of the bending of policy to suit the challenges of a township school.

Secondly, the democratic discipline system lies on the premise that all learners have parents or some responsible elder who can come to school to attend discipline calls but this is not the case especially in lower socio economic areas as the school is set in. As mentioned above the 'absentee parent syndrome' exists in the township school. Teacher B also said democracy seemed to produce poor parenting as parents simply leave their children with others and are

gone seeing to their own needs, as many parents refuse to come to school on discipline charges and she said:

They abandoned their children and they said...and the orphanages and the shelters had to take charge of these kids because we have freedom now and when freedom comes, responsibility seems to go out the window (Teacher B from FHS).

The principal showed understanding of the situation as he mentioned and accepted that in our country over 25% of the work force is unemployed and the parents aim to protect their jobs and find it difficult to leave work to attend school matters. He also reported that rather than staying within a family unit many parents find jobs far away and leave children with relatives or alone creating Child Headed Households (CHH) and this results in 'absentee parents'.

Thirdly, there are cases the school cannot handle and the DoE policy is unclear on how to handle such learners who are engaging in criminal activity. The DP believed that the one case of the 'berserk' boy who was on drugs was a case that the school could not handle. The State's policy is silent on how to handle cases of extreme violence –except for the school calling in the SAPS. The legal system lets the dagga peddlers off due to procedure, weak cases, evidence issues, being under age and the like. According to the DP it has failed the school and discipline as a whole. Once the incident is over the only recourse the school has is for the school to file for an expulsion of the learner and the principal explained that the DoE almost always rejects expulsion and so the school has to contend with serious deviants as drug peddlers that are in fact criminals. This township school failed to get the DoE to remove deviant learners and resorted to using other tactics on making the learners leave - one being pressure to leave resulting in the coined term: 'chuck them out syndrome'.

Fourthly, the deviant learner who has realised that democratic system with tribunal system can only sanction up to one week can and often uses the shortfall to conduct criminal acts at school. One common defiance, is selling dagga at school. This is the situation in FHS where serious indiscipline is repeated as the legal school system usually stops at the known maximum sanction of five days suspension. This often is too short for the severely deviant learner to be rehabilitated and often returns angrier. The set instructions by the DC for counselling or professional rehabilitation cannot be done in five days.

Fifthly, the power the learners' perceive they get by the democratic discipline process has not been accompanied with responsibility and respect for teachers but rather with disrespect and a challenging attitude. The mere fact the process exists for learners to challenge the teacher who is reprimanding them belittles the teacher's right to keep order in class. It has a negative effect on the teaching and learning process making the classroom a place of tension till the matter is resolved, sanctions meted out and completed. Teachers report that learners show no respect and the common retort of teachers is as Teacher D put it, "*they know we can do nothing to them*".

Sixthly, Schools Act speaks to the use of a DC and a tribunal system but this needs an SGB who are capable to manage such a process. At the township school the SGB was not fully competent to manage the disciplinary process via the DC. This was observed earlier led to a drug dealer and user get off the charges put to them. Mbatha (2008) and Zulu (2008) found the same in their studies. One has to have competent personnel to investigate the case, find all evidence, and make a report that is watertight, and then know how to process the tribunal. Often the schools do not have competent persons for the DC as they are not trained in criminal procedures but to be teachers and; parents are chosen into the SGB not on their criminal procedures knowledge. The principal states how the DC bungled a tribunal at school and exclaimed:

We had a hearing and at the hearing his (the drug smoking and peddling learner's) uncle came in, who's a member of the South African Police services (SAPS), but he's studying law, and the way he was defending that youngster, it was like a criminal case that I'm sitting there, and unfortunately on that day the person who chaired that meeting was not fully competent (Principal of FHS).

Thus the change post-1994 to school decentralised governance (creation of the SGB) is a challenge seeing that not all South African schools -township, rural, and urban schools- have SGBs and SMT's with the same capabilities. The state does offer workshops to parents but it is infrequent, once-off, insufficient and not compulsory said the DP and I as a teacher of 30 years service concur with this view.

Seventh, when the tribunal system finds the learner guilty because his parent encouraged him to engage in the criminal activity at school one finds the school's democratic disciplinary system out of sync with what it intends to do. The democratic disciplinary system stands and

falls on the cooperation of the parent hence the community in which the school is in dictates how the discipline in the school will be developed. In the case in this township school the grandparent was found to be the supplier of drugs to the learner thus finding the learner guilty did not help in stopping the problem. The principal displayed his contempt when he said:

Can you imagine the granny told the boy sell this stuff (cannabis) in school, it's not easy? And then you get a member of SAPS whose studying law who sits there and defends that youngster."... "You see democracy only works if you have the support of all the role players and remember in the school where you have a child pivotal you got to have the support of that parent and if that parent is absent then unfortunately progress is either not there or it's very difficult (Principal of FHS).

In summary, the changes to school governance and policy on discipline challenges the school governing body and school leaders. Principals and teachers are helpless as the discipline core rests with the Schools Act and COC, and this with the DC, needs capacitated parents and parents who can respond to the call of the DC. In this township school context the states discipline system is failing the school. The learners know their rights and any attempt to deviate from the state policy would find challenges. Discipline is not assisted by state policy and thus principals have to act at times outside the law for the betterment of the school. This at times led the principal to use 'tough love' on deviant learners. The lack of proper and moral parental input, and of capacity of the SGB especially from the lower-socio economic community, leaves loopholes in the discipline system.

6.3.8.4 SMT's Challenge caused by Lack of Finance

The principal had many ideas to assist learner discipline but reports that he and the staff's ideas could not be fulfilled as it cost money and the school only gets approximately 45% return of school fees. Many children qualify for school fee concessions or just do not pay their school fees which were tiered from R450 to R900 per year at FHS. The state pays a minimal subsidy as the school fell into a quintile ranking which offers less finance than neighbouring schools that strangely had economically wealthier learners attending. The principal has written to the DoE complaining that FHS was wrongly ranked as belonging to an affluent area based on apartheid statistics and that the DoE did not consider the informal settlement from where the learners came from. The DoE refused to take reason hence this disadvantaged community has to pay high school fees though the state has a policy to cater

for them. Similarly Kamper's (2008) study found that the principal's expressed serious concerns about the problems that they experienced from the side of their respective education departments. Kamper's study found discrepancies in the poverty grading of schools with the grading often not being based on factual family income, but merely on superficial observations. In FHS it was based on the apartheid group areas which had long changed. The principal and DPs mentioned that they would have employed more guards to rove the school and administrative clerks and a school counsellor had the school more funds. Thus the ideas were present but the funds not present. While the one guard is paid for and is a great necessity in access control, the principal and staff had requested a second roving guard but there were are no funds for this. Due to the limited funds the school could not afford to pay for three fulltime secretaries which a school as big as this needed. Only one is employed fulltime and is often not at the front desk, thus the learners sent on discipline cases to the office often become the task of the principal. With the coming of democracy came decentralised governance and the schools were left to finance themselves if they were fee paying school as per Section 20 of the Schools Act (RSA, 1996b). The principal and DPs did display bitterness in the low state funding as it handicapped better administration of the school, discipline maintenance, developing academic and sporting standards. They said that the lack of free time of the SMT made having extra personnel such as a counsellor, secretaries, librarian, guards and sports coach much needed at the school. These would help discipline directly or indirectly.

6.3.9 Conclusion

Some of the teachers at the township school, Freedom High School see discipline in terms of a 'controls and rules' oriented behaviour while others see it as developing 'self-discipline' and as such respond according to their perceptions either consciously or subconsciously, influenced by their psycho-socio make up, cultural influences and histories. Hence the use of PDP and yet CP at times. The majority categorised the school as having 'average' level of discipline yet many reported serious offences such as smoking cannabis. The perceptions of participants reflected a level of tolerance higher than in other schools to warrant this categorisation. There was a unique level of acceptance and this came to stay, hoping deviance would go away. A '*complacency syndrome*' has crept into some teachers in this regard as

some shut deviant learners off and simply got on with teaching. Teachers believe with democracy and removal of CP came more irresponsibility and indiscipline.

The principal is very firm with the learners and they fear him, offering obedience at all times. His repeated instruction to the staff to refrain from CP was to protect them and to follow the state's regulations and laws. Nevertheless his insight to the community that feeds the school and the severity of repeated indiscipline cases led him to firmly believe in the use of CP at appropriate times. Teachers believe that the ATCP are not working and some of them use CP. The lower SES community and learners accept the use of CP as influenced by their African cultural stance. Learners of this school believe that teachers being firm works well while talking, coaxing and counselling were not valued by most of them. Nevertheless there is a theme of positive discipline process (PDP) that the teachers in general maintain- using coaxing, talking and counselling. The principal has adhered to the policies of the DoE and the school has a COC, discipline committee, ILST and SSC. DoE policies are largely in place but the school environment, school learners' population SES background and culture, and life experience in the township dictates the leadership and discipline strategies. Hence the leadership moves from formal to collegial at the opposite extreme The staff move from the use of PDP on one end to CP on the other, this depends on the inter alia the specific discipline case, the offender and frequency of offence.

The decentralisation of school management with the creation of the SMT has not helped the principal maintain the school as he would like best. The HODs are largely focused on curriculum matters and discipline is left to upper SMT. The school has a cascade-protocol system for discipline which at times is not followed totally with pressure of discipline cases falling on the shoulders of the principal. It has a solid demerit-detention discipline system that gives teachers something solid to cling to. The principal is holding up the school discipline with his various leadership techniques which he himself may not be able to label as such but is clearly from a transformational to contingency type leadership. His use of distributed leadership is present in as far as duties are open to all staff members thought is observed to be conditioned and called '*subtle distributed leadership*' where certain duties are subtly ferried to a few. Few teachers go beyond the call of duty (teaching). Teacher leadership is observable though limited to a few. While the principal at times uses CP to bring "order in the school" the learners respect him as he is seen chatting to the learners on

the grounds during breaks. The DPs refrain from any CP and have been seen as too soft by the learners and teachers. The input of parents in school and discipline issues is minimal or self defeating due to in the '*absentee parent syndrome*', cultural beliefs of education, and criminality largely due to the school context with lower SES challenges.

The role of the DoE in discipline is seen as minimal if not a hindrance to good discipline. While the RCL exists they are not used to their capacity in discipline matters and the SMT is to blame. In sum, the community of the school dictates the manner of discipline hence while the theme of positive discipline permeates the school it hops at times to the use of CP. The latter is fanned by the hands of acceptance by the African learners and the parents of these learners. Though the support from DoE was limited and state policy needed to be adapted or even thrown out. It was the principal's drive by moral principles that made the most impact on learners academically and with regard to discipline. This is confirmed by Casey (2010, p. 86) who concludes that "irrespective of the support given by the government in terms of providing schools with infrastructure it was those schools with principals that displayed leadership qualities who were able to make the most impact and produce the most successful learners". Casey (2010) adds that such principals engaged the community getting them to buy into the vision for the school and led by example and displayed moral leadership.

CHAPTER SEVEN

DATA PRESENTATION AND DATA DISCUSSION

CASE STUDY TWO: SUB-URBAN SCHOOL, SUMMIT HIGH SCHOOL (SHS)

7.1 Introduction

The previous chapter presented data on the township school which was the first unit of the multiple-case study. This chapter presents the data gathered from the second unit of the multiple cases study that is the sub-urban school (hereafter referred as ‘urban’ school, Us), named Summit High School. It is situated in a middle class suburb of a small town. The study presented in this thesis was premised on the assumption that school leadership influences learner discipline. Further the implementation of strategies to manage learner discipline would be determined by the school leaders and the site of the school i.e. focusing on township, sub-urban and rural schools. The premise was that how leaders experience, perceive and understand learner related discipline problems would impact on their disciplinary strategies. This would further be impacted on by the type of school as mentioned above. As Goodwin and Babo (2014, p 66) state over the past twenty years studies sufficiently supports a position that tells us that leadership is very much influenced by context but “believe that when concerning the facilitation of exemplary classroom instruction there may be a cadre of common behaviours school principals need to practice across all contextual platforms”. This is of concern. It is also proposed that the changes to education system that came with democracy in 1994 to South Africa influenced the leading and managing of learner discipline at secondary schools. The core of the study was to investigate how the SMT (including the principal) experience, perceive, understand and respond to learner discipline in three school contexts: township, sub-urban, and rural contexts. Next I present data from Summit High School beginning with the school profiled. This was followed by a detailed review of the data gathered by the principal data gathering method of interviews and followed by document analysis and observations.

7.2 Case Study Two: Profiling Summit High School (SHS)

The school in Case study Two, Summit High School (SHS) is set in a middle class sub-urban setting in the educational region as the other cases were chosen from. The profile of the

school addresses aspects such as the physical school, the structure of the SMT and staff, the demographics of the teacher and learner population, and general observations.

When one enters the school gates one is greeted by a guard at a control access point. The guard records your car number-plate and enquires about your visitation. You are then asked to fill in your details (such as name, telephone and reason to enter the school premises) and the guard reads it before directing you to the office. Since he is in clear view of the entry to the office he does not escort you in but observes you enter the building. I believe he vets each one on entry and responds accordingly, thus when he saw me in formal attire and he allowed me to park and walk into the office unaccompanied. The staff parking is cordoned off and public parking separated. The school entry is just off a tarred road which is part of the township. The school is well advertised as the school name appears on a board at the access gate. The school is fenced. The car park is asphalted and neatly marked. The open ground spaces in-between the cemented and asphalted area has plants neatly planted and well groomed. The school building is a complex of many double story buildings with classrooms at the bottom and top floors. The first building is the administration block with the offices of the secretary, DPs', principal and paper duplicating room. At the bottom are the teachers' staffroom, unused library and counsellor's office. Following the administration block is an asphalted space used for Life Orientation physical education lessons and playing of volleyball during the breaks. Beyond it is a set of ground level classrooms that house the primary school learners. Running parallel to the administration block are two sets of blocks housing various grades of the secondary school learners. Similar level grades are in classrooms adjacent to each other thus the more noisy lower grades are together. The teachers move from class to class and thus the learners remain in their classrooms except for special subjects like the Physical Sciences (use of the laboratory) and Life Orientation (use of the grounds).

The demographics of the teacher and learner population are dictated by the community from which the school draws its learners in post apartheid South Africa. This affects the structure of the SMT and staff also. The school is set in an ex-Indian area as per the apartheid period and hence the sub-urban township is of Indian South Africans with a few African families. An informal settlement exists on the outskirts of the township with a large African population. The school being an ex-HOD school had and has more than 95% Indian teachers; the others are African. The SMT is made up of Principal, and one official DP (two were acting DP's when I researched the school) and four HOD's. The principal, male in his fifties,

was acting principal as the post was not filled during the research period, but he was DP for many years prior and was party to the established discipline strategies. The learner population was just over seventy percent Indian and the rest were African and Coloured. Very few were from the informal settlement. Some boys were from Boys Town (a non-profit organisation that houses and tends children in need. These boys and [now girls] are those neglected by parents or are from homes where parents experience child rearing challenges). The school is a co-education school with an even division of boys and girls.

The general observation would be impressive to most visitors. On entry one would notice a very neat and tidy school and school grounds. The well maintained grounds and building leaves one with an impression of a well managed school in term of observable structures. Various observations note that during session time the school was rather quiet and no learners were seen walking out of class. All class teachers in class were busy teaching and learners were observed engaging in the teaching-learning process. The learners in the classrooms were not rowdy and were attentive to the teachers in class. The classes on the grounds were attended to by teachers conducting Physical Education lessons which forms part of the Life Orientation subject. Learners were not seen without a teacher present in session time.

7.3 Data presentation for Case study Two: Summit High School (SHS)

The profile of the sub-urban school is followed by a presentation of the data focused in answering the research questions. In trying to understand how participants experienced, perceived and understood learner discipline their perceptions of the term ‘discipline’, how and why they categorised their schools in terms of indiscipline levels and their provision of examples of indiscipline was analysed. Thereafter data on how leaders responded to indiscipline was analysed by sequentially investigating and presenting data on leadership and DoE policy, leading and managing classroom discipline. This is followed by general school discipline analysis stemming from my theoretical and conceptual frameworks (on leadership and positive discipline practices) and the leadership challenges from this school type.

7.3.1 The Experiences, Perceptions and Understandings of School Leaders (principals and the SMT in the Sub-urban school) on learner related Discipline Problems

As mentioned the role of the leaders in managing and leading in learner discipline was analysed in stages. The perceptions of school leaders (SMT), teachers and learners were investigated. This was done firstly, by unearthing the participant’s perception of what ‘learner

discipline’ was, how they categorised their school, and their comparison of pre and post 1994/6 school discipline. This elucidated their underlying perceptions on discipline and experiences thereof. Thereafter, their experience of indiscipline was investigated and a summation of examples of indiscipline as perceived by participants were analysed. To arrive at this the participants experiences of indiscipline were investigated and collated. This was at times corresponding to other participants and at times unique to individuals. This variance spoke to the interpretive nature of the study. The aim was to later test how these cases of indiscipline were managed by the SMT and other school leaders.

7.3.1.1 Participants’ Perception and Understanding of ‘Discipline’ and ‘Learner Discipline’

The two emerging aspects on discipline emerged. The first is the idea that discipline focuses on ‘control’ of behaviour, following rules and orders. The second involves the development of the inner thinking of learners to respond in socially acceptable ways i.e. self-discipline. The first is more basic and focuses on external discipline that is one imposed by someone on someone else. Interviews reveal that among the participants only one SMT member and one teacher believed largely in discipline as control and that which allows for the school’s teaching and learning to go smoothly. Some of the thoughts are expressed below:

Discipline simply means to me a well run school with the least amount of disruption where everything is almost working like in a clockwise fashion, teaching is taking place, pupils are busy doing work, there is no disruption taking place as such (Teacher A, SHS).

Similarly another teacher conceptualised discipline as control and following of rules and regulations as the above extract suggests. This is how this young teacher put it:

Discipline to me actually means control, focus and the ability to do what’s required of you and to do what others are required of them without interruption or without any hindrance (Teacher B, SHS).

The initial concept of control and following rules is noted by a limited number of participants. These definitions speak of discipline as learners following rules of the school, and learners being controlled over their own behaviour. It also speaks of cooperation by learners and the following of codes set by the school.

On the other hand the other SMT (DP, two of the HODs) and all educator participants conceptualised discipline in a deeper way. These participants spoke of the concept of

discipline as including self-control and growth with inner ability to have control; that is, the development of self-discipline. That is what I as researcher sought to find. A fair number of the SMT and teachers spoke of the higher level of discipline at this sub-urban school with good discipline. When observing the school in action e.g. how the principal responded to learners who were sent to the office, how the DPs and HODs handled office cases and teachers in class- the deeper level of developing self discipline as a concept kept emerging in this sub-urban school. The ideal of conceiving of discipline as a development of inner faculties so that one can act in socially acceptable ways is noted at the sub-urban school. In this regard a female SMT member said:

Firstly, I think discipline is the ability to cooperate and achieve goals basically in an amicable way.... A child disagreeing doesn't mean a lack of discipline, so working amicably in a calm sort of environment, which for me will summarise discipline (HOD A, SHS).

The DP went on to include a moral aspect i.e. ethics in behaviour. He said that both the teachers and the learners must follow a code of ethics in their behaviour and said:

I think it's a code to which teachers, pupil's management staff all adhere to, it's a code basically. There's discipline for teachers, there's discipline for pupils, so it's a code of ethics.... code of ethics, code of rules (DP 1, SHS).

Also in the similar thinking are the thoughts on high morals and values as articulated here:

I think discipline is to conform to the code of conduct, in our school, that is, your behaviour, your respect, your morals, your values. That's my term; I'm talking about environment in the school (HOD B, SHS)

The observations on the teachers in general and the above SMT in particular showed they engaged in a form of discipline that focused on the inner discipline of the child. The above HOD displayed this in a classroom setting also. The RCL also confirmed this thinking. Hence I reiterate the concept as stated by Joubert, De Waal and Rossouw (2004) who say that discipline is about behaviour management aimed at encouraging appropriate behaviour and developing self-discipline and self-control in learners. This is more holistic and the one I use in the study. It was found that this definition emerged from various participants and it spoke to the manner in which discipline strategies were carried out at the school to produce good discipline. I assume that it was this conceptualisation of discipline of a higher level by a majority of the teaching staff which was one important factor in the school being a high disciplined school.

7.3.1.2 Participants' Classification of their school in terms of Degree of Discipline

To explore further the participants' perception of discipline I enquired about how they categorised their school on levels of discipline. The manner in which they viewed their school level of discipline indicated their perceptions based on their own psycho-social and other exterior factors influencing them. Their categorisation of their school reflected how they perceived categories of indiscipline and thus discipline. The correlation of the various participants', principal's, SMT's, teachers' and even learners' views reflect that the key participants in the school have the same view of their school being a 'high disciplined' school. The principal was proud of their school and asked me to step out of his office or look out of his window and observe the school in session. He said the "*discipline is good, very good*" while intimating that no-one was walking around during lesson time. A senior HOD used the very same words, "*Good. Very good*" when asked to describe his school discipline. The DP and other teacher participants all classified their school similarly. There was a profound belief of the very high level of learner discipline at the sub-urban school among various participants and observations proved this true.

Observations of the school in session showed repeatedly that the corridors were empty of learners, teachers were heard in classrooms teaching, and learner noise was minimal. This indicated a school busy with the task of teaching and learning going on without disturbances. When asked the possible reason for the school being categorised as a high disciplined school the DP commented that it took the staff and management working together with the parents to achieve this high classification. He went on to explain the idea of the school's vision of having, and thus developing and maintaining, a high disciplined school. This vision for high discipline helped the parents too. He said:

High discipline comes with management staff and staff working together. And obviously we need the help of parents. But if parents see that we instil strong discipline at school, then obviously they follow with us because it helps them. If we discipline the child here then their job will be a little easier, then they want to help us (DP 1, SHS).

Similarly the principal added that it was not just the staff and management working together but the manner in which they managed discipline together with an emphasis of high expectation from the management.

It is highly disciplined and that comes through our educators. Further to the instructions that come from the management in how we deal with discipline..."

“Classroom management and such ... and what happens over here at management level is important... we set the tone for the school” (Principal, SHS).

The ‘we’ used by the principal referred to the SMT. The ‘we’ and ‘set the tone’ indicated the principal’s belief of leading with his SMT collegially and they expecting the highest level of discipline. It speaks to his strong personality and strong desire to maintain the vision and goals of the school. The other participants too believe that school is well managed and that was the reason for the good discipline at school. Other participants commented on the active role of the parents in school matters. The teachers generally believed that the policies in place and manner of the SMT in dealing with the indiscipline helped create a well disciplined school. The fact that all participants – principal, SMT, teachers and learners all believed and spoke with a unanimous voice that their school was highly disciplined indicated a oneness, homogenous thinking and it breeds unity and a self-perpetuating desire in maintaining that high discipline.

7.3.1.3 The Discipline Change with democracy

While exploring the view of the participants on discipline, I moved to the often tested opinion of the change in school discipline since the dawn of democracy that is, post-1994 and post-1996 with The Constitution (1996) which brought a flurry of democratic laws. One educational change to discipline policy was the banning of CP. The literature indicates that there was a worsening of school discipline post-1996 (Chapter Two). In keeping to literature most of the senior teachers including the SMT believed that there was a marked increase in learner indiscipline post-1994/6. The reasons postulated for this were varied but some commonality emerged. Some attributed it to the gaining of freedom and the lack of responsibility taken by the youth. Many participant teachers believed that this was coupled with the reduced authority of the teachers in the classroom, where the teacher is powerless to enforce an instruction as learners know that little could be done to them. Further discussion on this follows as it makes the golden thread of the thesis and unfolds as the reading progresses. The similar findings are noted in the literature (Bechuke & Debeila, 2012; Maphosa & Shumba, 2010; Msani, 2007; Naong, 2007; Van Wyk, 2001).

7.3.2 How the School Management Team dealt with Learner Discipline of Classroom level

The premise existed that the school leaders’ perceptions and understandings of learner discipline lead them to take specific roles and create specific discipline strategies. These are gathered from the data. They are discussed herein with the following focus: the school’s use

of DoE policy, focusing on classroom discipline processes that is, strategies in place to manage the classroom in teaching time, analysing structures and strategies in place to manage the grounds and non teaching time and this includes the common theme of corporal punishment and ‘alternatives to corporal punishment’ (ATCP), finally assessing the role of the SMT and additional process/action taken with regard to learner discipline

7.3.2.1 The SMT and DoE Discipline Policy

I investigated the SMT’s role in adhering to DoE discipline and safety policies to see how far the school went in creating, adhering to, revamping and remoulding the discipline policies stipulated by the DoE to work for them. This being rated a highly disciplined school it was interesting to see how policy played itself out. The investigations revealed that while there was some adherence to the main DoE policies the school used what they felt they practically needed. The adage that ‘practicality dictated and not the law’ of Bhengu (2005) still prevailed. In terms of the Schools Act article, 8 the school has to create and use a Code of Conduct (COC) duly constituted by the SGB and approved by all constituents of the school. As Bray (2005, p. 134) stated that a COC promotes “proper and good behaviour and sets standards for positive discipline... it also deals with negative behaviour and provides measure to deal with such behaviours”. The sub-urban school, SHS, has a COC that is drawn up as per the policy of the DoE. The previous SGB was instrumental in developing the original COC which was largely prepared by the SMT of the school. This was done in consultation with the learners and teachers. The COC has the main aspects of any school COC including learner behaviour that is encouraged, behaviour not permitted, sanctions for different levels of indiscipline, the structure and procedures for all cases of indiscipline. This includes the different levels of seriousness of discipline cases. It is revised periodically, with the prompting of the SMT leadership, where for example certain policies were added e.g. the cell phone policy and absence policy. To substantiate this:

Yes, we just updated things. Not major changes, basically cosmetic changes. Cosmetic changes as such including aspects of the use of cell phones... And where we now... if a pupil is absent for more than 3 days, the teacher needs to report that to the secretary or to the HOD’s in charge and we phone the parents as such. So we made it into policies as such (Principal, SHS).

This was confirmed by other teachers and SMT where one HOD explained in detail how staff meetings were held and the revisions discussed. Learners interviewed also confirmed the

changing of the COC especially the cell phone policy. This was done with regard to the learners' attire and other aspects also. As a HOD confirms:

The code of conduct is discussed at a staff meeting and then at the RCL and also the full council meeting. At our full council meeting two RCL's will be there, so parents, teachers and pupils take the final decision. The code of conduct is a product of the governing body, not school [alone] (HOD A, SHS).

He went on to say that while compiled and initiated by the SMT and staff, they got the SGB to "buy into it" for the better running of the school. This was done to the learners too as they were encouraged to take ownership of it. The school SMT made the COC available to all learners assisting discipline as the DP said:

It [COC] helped us. It's helped us because a copy of the code of conduct is given to every new pupil in this school. With your admission you get a copy of the code of conduct and with the school diary the code of conduct is also printed (DP1, SHS).

The learners indicated that the COC and its visibility assists in discipline. A learner explained that the COC was pasted on the classroom walls...

One of the main things we have actually is each class has a code of conduct printed and... pinned on our wall. Even when the teacher is disciplining the child, e.g. 'why is your hair like that', he points to the wall and the code of conduct is on the wall...this helps (Learner 4, SHS).

When the learners' focus group was asked about the COC they said that they knew the COC well and it did deter the naughty learner from misbehaving. The accessibility of the COC to parents and the child indicates that the school is progressive and transparent with its procedures on discipline. These revised changes were confirmed by the SMT and learners who had been consulted via their RCL. It also indicates the desire of SMT to get all sectors of the school working together.

According to the UNCRC, Article 12, (2) (United Nations Convention on the Rights of the Child, ratified by the South African parliament in 1995) the child has a right to matters affecting the child, "For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law". Reyneke (2013, p. 208) stated that implicit in this article is the right of the child to be heard, and stated, "This right is also contained in expressions such as the

“voice of the child”, [or] “the learner’s voice”, “the right to express views”, “the right to participate” and the “right to be consulted”. This right is thus referred to in a number of ways, but, essentially, reference is being made to the same concept as contained in article 12 of the UNCRC. The progressive nature of SHS leadership and management is noted in the revising the COC allowing full participation of the learners making them share ownership.

A Schools Safety and Security Committee (SSC) exist in the schools. The principal reported that it exists and said: *“Yes, in fact that it has all the management members, including the staff plus the governing body”*. The manner of its functioning is unclear as most of the safety issues are dealt with by the principal and SMT in consultation with the SGB. Most of the requests on safety and security are discussed at SGB level where all components of the school including the learners exist. When asked if this committee was effective one reply was:

You see with a school like ours where you do not encounter too many major problems so I can’t say...tell you off hand whether it’s effective or not effective because we have a discipline policy in place and we don’t have discipline problems so I can’t say it’s not effective. We don’t have too many major problems, one because of the kind of discipline we instil in our children. We’re not the best but I will say we’re one of the best (DP, SHS).

In essence the school had the SSC for presentation to the DoE that is, as window-dressing but got around the school needs via their own structures -‘practicality works not the law’. A school’s Institutional Learner Support Team (ILST) exists whereby a HOD and level one teacher controls and manages the assistance of learners who need same. As noted the teachers believe that this committee also is not necessary as the work done by each teacher and the HODs in their subject areas is sufficient to maintain the high academic standards. The school has a Representative Council of Learners (RCL). This committee of learners is duly constituted by the school as per School Act, Section 11. The role of this body is discussed below.

There seemed to be a view among the teachers and SMT that some of the required structures of the DOE such as the SSC and ILST (Institution Learner Support Team) were not needed at SHS as the SMT and teachers did the role function of these committees and thus the state committees/structures existed at the school only in name.

7.3.2.2 Role of the SMT in Capacitating the Teachers to Manage Classroom Discipline

Since learner discipline implies the discipline of learners at school and school has two main spheres, namely, the classroom and outside the classroom I sought answers to how the classroom was managed with regard to learner discipline as one of the roles of the educator as per DoE policy is “to understand various approaches to management of classrooms” (Department of Education, 1996). While doing this I sought to find the role played by the principal and SMT as leaders in the school.

A protocol system blends to the school needs and bends from policy

The SMT managed a well structured cascade-protocol model in cascading the indiscipline cases upward as its severity increases. The teachers have a defaulters book in which they record learners who default the COC and when it becomes too frequent or very disruptive the learner is sent to the HOD in charge of that grade. Hence each HOD has certain grades to supervise. They are to monitor aspects as classification, roll changes, attendance, school fees, and discipline. As one teacher commented they talk to the learner, try to change the behaviour, give warnings and when they fail they refer the learner to the HOD in charge. This case may be cascaded up to the DPs if they are recurring or are very serious such as serious violent fighting, smoking, stealing, and cyber bullying. The DP or the HOD may refer the learner to the school counsellor who engages with counselling and behaviour modification before the parent is called in. The school has an SMS bundle system where the cell phone SMS system was used to contact parents. The use of this modern technology works as it is immediate and efficient. This cascade model is explained by a teacher:

And if that issue is recurring, first thing you have to give a warning. If something is wrong you warn the child. If the child can't see you know I've done something wrong then you have to take it to the next level. And if that problem recurs, obviously if it's quite serious you use your protocol available to you within the school (Teacher A, SHS).

All the serious cases are reported to the principal. The DP may suspend the child until his/her parent comes to school. This is out of the legal parameters of the Schools Act as the full SGB has the power to ratify a DC decision to do this. Thus the policy is bent to suit the practicality of the situation- in this case it forces the child to bring the parent to school. The DP's statements shows how the Schools Act and DoE discipline policy on sanctioning and summoning suspected deviants is bent to be practical:

Firstly the child will be referred to the relevant HOD because we have HOD's responsible for certain grades. But if it happened during the school time and that HOD is not there, then any other member of management will handle that case. So if comes to me then obviously we have to call the parents in. I will refer him to the counsellor. She's sends off the SMS and she would phone and in terms of school discipline within 3 days that person, that parent must respond. If he doesn't respond then the child must stay at home until the parent comes with the child. That's school policy. We're not suspending the child; we're saying you only report to school with your parent (DP 1, SHS).

While that may be the system used to get parents in to act quickly, the SMT and the teachers use a humane approach in discipline. In-depth study found that the teachers did not shout and be abusive in warning the deviant learners. They acted in a compassionate and understanding manner to unearth the cause of the deviant behaviour. This stance is much in keeping with the positive discipline stance and seems to work positively at the school. This is well captured by this statement of one HOD:

Well the first thing you have to tackle it in a way that doesn't result in confrontation. You have to talk about you know what this is what you've [the learners] done wrong, do you see that you've done wrong and confront it in that sort of way first but if the child can't see that then of course it is problematic. Then it is referred up (HOD A, SHS).

The success of the system lies in the fact that as the DPs and HODs mentioned when the parents are called in they are helpful in getting the learner to change behaviour. As the DP said, *"parents are quite cooperative"*. This makes the educational triad a working one at the sub-urban school as the teacher - learner and parent all come together to find solutions.

"Skilled teachers develop good discipline" is a proverb that works. Class rules and creativity in classroom management exists at SHS. The classroom management at SHS is left to the expertise of the teachers in charge. Form teachers are responsible to coordinate all administrative matters of the form class including discipline coordination. The data suggests that the teacher who has poor classroom management skills or poor self-confidence is the major cause of indiscipline in the class. The example of this was demonstrated in situations where learners behaved well in classrooms that were managed by certain teachers but misbehaved in other teachers' classrooms. Such conducts suggest that the effects that teachers have on the teaching-learning environment differed. This is often not the case in this

sub-urban school as there is good classroom management as observations noted pleasant teaching environments in the classrooms and no documentary reports to the contrary existed. Teachers resort to their own skills in classroom management and the principal and DPs commented that they had faith in their teachers who were professionals trained to manage learners. Also the voice of the teacher below will demonstrate one creative teacher in action.

I am strict with the children but I'm also very kind and friendly to them as well. I show them a lot of love as well. I show them that I do care about them and that I love them and that they are my children and I make my lessons very interesting, I don't make it just only theory, I bring in a lot of jokes in between and somehow, I don't know why but they always fear math teachers but I noticed I don't have a rapport problem and indiscipline with maths (HOD A, SHS).

Similarly put, another HOD demonstrated her skill as a teacher when she explained how a Grade 7 boy was rowdy and uncontrollable in class, but through persistent counselling she managed to redirect his energies to the point where he is settled and pays attention; and she said: "Now I got him to settle down, he does his homework, he does everything" [Implying he does all his school work] (HOD B, SHS).

Observations reveal that classrooms have their set of rules that learners must obey. These were largely set up by teachers in discussion with learners. The belief exists that negotiated rules are better as the learners are already party to its creation and take ownership of them. This makes it easier to chastise learners who break the rules they created. When asked about classroom rules that run across the school the principal said, "*Nothing. The teacher makes up his own rules.... or the class does*". He was confident in their capability to do this well and it seems to work at SHS.

Some teachers and HODs have shown some creative strategies in classroom management. One teacher explained his use of learner assistances in class and this speaks to creative use of peer-mentoring and at the same time it allowed for the development of student leadership. Another teacher found that the time one teacher takes to move from one class to another and another allows time for a lot of mischief making. Learners take more chances at deviant behaviour when teacher are in interclass movement. This teacher used this innovative method in disciplining. She said:

The problem arises between [inter period] breaks... One teacher leaves, next teacher comes in [late] that's when the problem arises only...But I have a system... Before I come in [into the class], they have on the board, each day 3 or 4

time tables which they have to do. It's all around the board, you can see it's typed and put [up]. You're doing 1, 5, 7 and 9 today. Before I enter the monitor is standing in front, [and] they are firing away with their work. They do that. So the time is occupied. (Teacher C, SHS).

The use of such innovative strategies is what all adds up to make this sub-urban school, SHS a well disciplined school. The few teachers and SMT interviewed indicated that all were creative in the classroom and highly skilled classroom managers. This is pointing to the theme of “skilled teachers make good discipline”. To assist the teacher a class-monitor system exists. The class monitor is chosen by the class teacher or the learners depending on the teacher of the form-class. Usually the teachers choose a learner who is responsible and an able assistant to the teacher. The duties of the monitor range from checking on homework to class control. The monitor is also used by the teacher for peer mentoring. One of the recurring strategies used at SHS is ‘the get on to work immediately and focus on the work’ strategy. This school has the learners willing acceptors of this motto. One teacher explained how she would handle rowdy learners. She said:

I usually don't dwell too much on that [the rowdiness], you know if the class is rowdy and things like that, so I will ask them to be quite etc, and then instead of carrying on the issue of noise I get straight on to the work. Get straight to the work... (Teacher B, SHS)

This is the recurring pattern in the school as the theme is ‘get to teaching and learning immediately’ and it seems to work well in this sub-urban school. Generally the teachers stated that they had few challenges in classroom management that they failed to solve hence the categorisation of high discipline status.

7.3.3 Role of the SMT in Managing the school with regard to General School (learner) Discipline

The above section discussed discipline in the classroom and the role the SMT played in achieving that good discipline. As discussed the one aspect of discipline is ‘the control of behaviour’ while the other is ‘developing self-discipline or good discipline’. First I focus on the control of behaviour with the intention of maintaining good behaviour. Here I focus on general school (learner) discipline- what the SMT does, the structures, the challenges, the special nature of the school, etc. General school discipline rests on controlling behaviour that is unsavory, while encouraging good behaviour, developing school safety and sanctioning deviant learners. In analysing the above many DoE policies were adhered to and structures

put into place. This high disciplined sub-urban school undertakes various strategies to develop good discipline. Much of the initiatives taken came from the principal and SMT. The collegial leadership and management at the sub-urban school have led to many of these strategies to emerge with an idea (by any staff member) but develop with a united stand of the SMT and teacher leaders.

7.3.3.1 Discipline Structures at the Sub-urban school and Role of the SMT

The sub-urban school principal and SMT kept to policy in establishing the necessary structures as mentioned in the use of the Code of Conduct (COC) and the debates around it. The SMT's effective leadership was shown when they used innovative ways to present and get all stakeholders to review the COC, accept and use it. They used the same protocol system in distributing labour and managing discipline well. This system even controlled cyber bullying at the school. The SMT initiated a school diary which includes a summary of the school's COC. This is at quick reach to learners and a reminder of the 'Do's and Don'ts' in school among other aspects of the COC. This enabled both the parents and the learners to have daily access to the COC. The COC is also sent to all parents with the admission documents. "If the child does not purchase it [a diary], every child, including those who bought the diary, is given the school code of conduct. This goes to all learners on admission" (DP, SHS).

The principal and DPs explained that while other schools were hard on small issues such as hair and strict colours of uniform, they as the SMT decided that they needed to adjust their judgement call on strict colour shades of uniform. This was done in consultation with learners and investigation revealed that it did not negatively affect discipline. Thus the COC was amended to keep the focus on developing rapport with discipline. The principal said,

Now we do give them a certain leeway [in terms of hair style] as long it is acceptable as such. The teachers will use their judgement and if they [hair style] are outlandish they are going to be sent to the office. So we have relaxed this...we are moving with the times as such. Also previously we should allow school grey pants now if a pupil use any grey pants, even if its charcoal grey, we accept it

(Principal, SHS).

This transformational principal was in essence focusing on the crucial aspects of discipline rather than trivial aspects such as how a boy combed his hair or the shade of his grey pants. He also was indicating the school's concept of discipline as being one more than just 'control' but of developing understanding also. This speaks to transformational leadership stance and it is working with discipline. Teachers identify and sustain the vision of the school

and leaders intellectually stimulate their teachers – as Bass and Steidlmeier (1999) say intellectual stimulation is a hallmark of transformational leadership.

The COC also spoke of the protocol system used where there was a division of labour in managing indiscipline. This division of discipline control also extended to discipline matters outside the classroom. The same protocol system (above) was used by the SMT to manage indiscipline such as smoking, coupling of girls and boys, etc. The grade HOD managed indiscipline of the learner in the grade being supervised. The observations were that learners confirmed the value of the COC in the diary and appreciated the understanding of the issues on uniform. The SMT as a whole spontaneously acted in unison without any HOD shying away when a deviant learner sent to the office was not from his/her grade of supervision. This collegiality of leadership and team work was well noted in this sub-urban school and it helped maintain good discipline. Other structures were created by the SMT to assist in discipline.

Some innovative structures to assist discipline are discussed. The idea of controlling the occurrence of indiscipline was to have the learners always monitored and in the supervision of the teacher. Thus the ‘relief teacher system’ was revamped and the ‘school pass’ system was introduced. If by some chance the relief teacher is late getting to the class the monitor or RCL rep reports to the office. At the office the class monitor or RCL may report to anyone and the matter is responded to by anyone of the SMT or secretaries. The SMT with the principal have employed the help of former teachers/parents for relief teaching when there is expected high teacher absence. The SMT with the lead of the principal requested the SGB to pay for a relief teacher to assist the teachers. The SGB did sanction the payment for a relief teacher. A teacher says,

Relief teaching, most of the time is done with educators that are free at that time.

When there are too many educators, example going on workshops and things like that, so then we have a parent that comes in to help in relief... Paid by the SGB

(Teacher C, SHS).

The school pass cards system was instituted by the SMT. The pass card is a pass-out that all teachers have. If they have to send any child out of class in session time the child must have the pass card. This controls the learners’ movement and manages the teachers also. This reduced learners leaving the class and eliminated the absconding of lessons. Being caught by any teacher or the guard without a pass card would mean the zero tolerance (ZT) policy

would be applied. This controls the teachers too as they find it hard not to have control of their class learners as they have been drawn into accepting this system. The teachers accepted this system. The principal verified this:

Two pass cards exist [per teacher] ...you find that with pupils out of the class they must have a pass card, if the guard picks them up without a pass card... directly to the office. (Principal, SHS).

To assist in discipline I enquired about the role of the non-teacher staff in learner discipline. The principal stated besides the roving guard and the gate keeper the other non-teacher staff were not officially involved in discipline but often took on a role in discipline. The secretaries do not go out on ground duty or engage in other duties of the teacher but they are respected by learners in the school and are not passive when they see misbehaviour in action. The secretaries were there to record and report a case as they were at the front face of the school administration. The DP and other SMT members said that the secretaries do a great job in being the first point of call and get involved in getting the correct person to handle the indiscipline case. The DP said, *“Without being given the task they are part and parcel of our discipline stance”* and he was proud of their own initiative. He and another HOD were observed encouraging this behaviour of the non-teachers.

The SMT led by the principal undertook developing various structures in making the school a place of safety and one with good learner discipline. The school setting was maintained with neat gardened areas interspaced with neatly paved pathways between the classrooms. A guard was commissioned to control access at the front gate. He monitored the entry and exit from school for all persons. In infrequent cases the few learners who are late to school are kept at the fence till a SMT member addresses them. The fenced school provides effective security to learners and also prevents absconding from school. At the entry to the school signage is strategically placed that assist in school safety and discipline. All individuals on entry can see the school name and entry regulations. These include the rights of the school and conditions of entry. One condition is that any person may be searched if it is in the interest of safety of the school and its learners. Other signage too helps and can be understood easily with non-verbal communication prohibiting smoking, drugs, weapons and other contraband easily universally understood. These steps in assisting in discipline and safety were directed by the principal and SMT.

One of the main strengths of the school discipline management is that the SMT with proper motivation got the SGB to pay for a school counsellor. She was a Psychology majors graduate. The job description of the counsellor was focused on learner discipline. The counsellor dealt with serious cases of misbehaviour which often arise from repeat offenders. The HOD's were the only ones allowed to send learners to the counsellor. She counselled the learners and was responsible for all paper-work on all deviant cases. Teachers appreciate her as one teacher mentioned:

We are lucky enough that we have the guidance counsellor. That helps a lot... She's the one that...in fact if we have any problems in class, with any child and if it's a chronic case, not a simple thing like you're talking a lot and disrupting the class, more like you disturbing the teacher quite a bit or you're absconding... she helps
(Teacher C, SHS).

One method used to curb cyber bullying at school was to stop the use of the cell-phones in school as the smart-phones are capable of taking photographs and videos and have internet facilities. The cell-phone policy of the school is a topical one as it was implemented by the SMT to deal with the increased abuse of the phone and its applications. Learners could use the phone to take photographs and distribute them without the photographed person's permission. It allows for use of the social networks enabling teenagers to engage in cyber bullying by sending unsavoury remarks or computer changed photographs of peers. The principal said they could not control its use at home but could at school. Thus the ideal was to prevent its use at school and the principal said:

As I told you regarding cell phone each parent has signed for it [the cell phone policy] and if they are caught, we confiscate it, the battery and the sim-card is given to them and only parents can only collect it. They have to pay a fine of R100
(Principal, SHS).

The parent is notified and the repeat offenders are not allowed to collect the phone till end of the term or year as the severity of the abuse is. At the same time the principal has asked his staff to engage learners into mature confrontation with peers rather than inappropriately via the social media. This is ongoing at the school. The structures of discipline are coupled with solid consistent processes. The SMT guides the processes in controlling the learners as with the 'school pass', by periodically monitoring the school uniform and by doing spot checks with 'search and seizures'. A special process exists for late comers where the guard brings late comers to the DP for management thereof. While one learner said that his teacher was more lenient than others most learners stated the constant check-ups kept them in check. A

senior learner said: “We are urged from Grade 8 to maintain our school uniform. So we just do it (Learner 2, SHS). This again speaks to the consistency of the COC being applied to the learners over the years and this helped in discipline. The research does speak of the use of consistency in applying school rule for them to be effective and it is noted here at this sub-urban school, Summit High School. Strauss’ (2006) study revealed that learners believed that inconsistency in discipline was a point of concern. The same is found by various practitioners and authors (Du Preez & Roux, 2010; Harper et al., 2005; Masitsa, 2008). The strategies to assist in good school discipline were largely the initiative of the SMT.

7.3.3.2 Issues around Corporal Punishment (CP) and Alternatives to Corporal Punishment (ATCP)

This school as a general statement did not engage in CP. Various alternatives to corporal punishment (ATCP) were used at the classroom level. Most of them centred on the counselling of learners, the coaxing and convincing of learners to oblige with homework, referrals to the HOD and developing an understanding as to why the school and classroom rules are best followed. On testing the perceptions, opinions and reasons why one or two teachers on the rare case used CP many conclusions were drawn. Participants offered their views on CP. The full investigation of the perception of CP as a method of disciplining learners revealed three recurring thoughts. Only male teachers used CP. It was used often when the learner did something very wrong in the eyes of the teacher who justified the action and lastly it was used only on boys. When boys were violent and showed their aggression to the male dominance of the male teachers seemed to emerge. An SMT member who had been at the school for nine years said this about when and why if ever he used CP,

Well when I came here...there was no corporal punishment. We found other ways to discipline the child and I never use corporal punishment because I don't find it very effective... for minor things, even for serious ones like smoking. The only time I will use corporal punishment is if a male student interferes with a female student. That to me is not acceptable...when he touches a female student inappropriately. Unacceptable! Then I would not hesitate to use corporal punishment (HOD, SHS).

The other general theme that almost all of the HODs and teachers held was that the removal of CP disempowered the teachers and it allowed some disobedient learners to show disrespect and arrogance to teachers. This statement is what typifies the sentiment of the teachers at the sub-urban school, who strangely holding this view refrain from using CP:

I think with corporal punishment gone, the thing is you didn't need to use it, [but] it was a deterrent if it was there. Now that it's gone, I feel children feel that they got the right to do as they please. It's definitely had an impact. It's had an impact on the way kids respond (HOD B, SHS).

The issue of losing power and authority was expressed by another HOD also when he said:

I feel that taking away corporal punishment, I'm not sure whether... I Yes, it's somewhat you know...there's a degree of arrogance that set's in [with learners], it's altered our culture in society, the kind of young people that we have, they are becoming more arrogant. They don't have respect for their elders. I mean schooling... (HOD B, SHS)

The other thought that emerged was that the teachers who believed that some form of CP was acceptable as it gave the teachers back the authority in the class also believed that the CP should never become child abuse. They believed a hit with a ruler was sufficient; while hitting with ones hand was a 'no-no'. The same HOD echoed these sentiments when asked to further explain the loss of authority and the place of CP:

Yes, teachers lost authority to a certain degree I think it puts them at the same level as the educator. Taking away corporal punishment as a...of course they should...the law should be specific about authority, you know.... But child abuse is a different thing from....you know. I don't know if you understand what I'm trying to say (HOD B, SHS).

What emerged is that teachers have linked the removal of CP to the removal of the teachers' authority and the simultaneous bringing in learner arrogance. As Van der Westhuizen and Maree (2009) expressed that in other studies teachers did believe there was a need for CP in an effort to curb learner-on-learner and learner-on-teacher violence. While this is the case the teachers who support CP at this school generally all concur that it should be guided and formulated so as not to lead to child abuse; the same was noted by Maree and Cherian (2004); Maree (2005). The SHS teacher in the main did not use CP though they believed it had a place in discipline. While the teachers have moved on to using alternatives to CP, they hold the old perception that some use of CP would help create a deterrent to indiscipline. This view is not uncommon as Oosthuizen et al. (2003, p. 4) stated: "The abolition of corporal punishment in schools has left a gap which cannot be filled and this has led to all kinds of disciplinary problems in schools". An explanation of this lies in that it is a perception that is hard to remove from the mind while moving on to new thinking. I observed that it was the

male teacher who used CP (albeit very infrequently) or perceived it to be a solution to certain kinds of indiscipline and this was in keeping to Msani's (2007) findings.

While the school teachers do not talk of CP at the school and it seems that the policy is set at the school that is, simply 'no corporal punishment' and this is followed. The many learners interviewed did not report of any CP at the school. The fact that the school is seen as a high discipline school it could mean the alternative to CP are working- but the study will show that the community from which the school is also helps determine the dynamics of discipline together with the school leadership and other factors. The leadership at SHS influenced all teachers to use ATCP and it worked.

7.3.4 The Role of School Leaders in their Relationship with relevant Stakeholders: Learner Leaders, Parents, SGB, and DoE with regard to Learner Discipline

An analysis of the various types of relationships between the SMT and relevant role players of the school was undertaken to show how the SMT manage and lead discipline

7.3.4.1 Role of the SMT in Leading and Managing Learner Leaders for discipline

The SMT uses learners to assist in discipline. This has prevailed at the school from inception. They use the learner-leaders to assist in discipline. Three sets of learner-leaders are used at the school i.e. the monitors, the RCL and the prefects. The role played by the class monitors in discipline, as discussed, is important. They are chosen by the teacher to assist in classroom management and thus discipline. The SMT is aware that the RCL is the only recognised legal representatives of the learners but they believed they would use learners in other ways to help in discipline hence the use of the prefects and monitors.

The RCL is chosen as per the DoE policy and instituted as per the Schools Act. They are duly elected - one per class and sit in a committee, the RCL (only the Grade 8-12). They have 2 representatives in the SGB and represent the learners there. A TLO (Teacher Liaison Officer) is in charge of them and liaises between them and the SMT. Investigations reveal that they are not closely monitored in terms of assisting in learner discipline as the school prefects are. The TLO does meet with the RCL to discuss school matters. Meetings are not as formal and frequent as scheduled. This power house of a resource of young leaders is not used to the fullest. There was no indication of a repeated induction and capacity building for the new RCL or on-going training as the year progressed. One observation from the SMT members on

the RCL was that their main aim was to represent the learners in all matters concerning learners and were not representing the management. Although they are registered learner leaders they are learners' representatives and the SMT believes that by virtue of the popular-vote they are not the best to assist in any action against those who voted them into the position. Learners too in group discussion commented that they saw "*The RCL as a learners' body rather than an 'office' controlled body*" (**Learner 1, SHS**).

The learners in focus group had various comments on the role of the RCL. Many believed that the popular-vote that got the RCL, per class, in power often resulted in that RCL relating to that particular class rather than being the voice of the school administration. This they believed did not help in discipline at all times. Also the RCL from the lower grades of Grade 8 and 9 were not capable of maintaining discipline in the school due the age disparity with seniors. While this was the case the RCL was consulted in the school's amendment process of the COC via the SGB structures. What emerged is that all the RCL were not as intensively consulted as the teachers were on the revamping of the COC as noted in the learner focus group interviews. This finding is similar to Reyneke's (2013, p.235) conclusion that the right to take part was a multifaceted concept, and, in order to respect this right, all its essentials should be present and "There is a real risk of unduly diluting this right to one of merely listening to children without affording them the opportunity to voice their own opinions and to take part in decisions in an age- and developmentally-appropriate way". The input of the RCL at the school was noted at the level of the SGB meeting when RCL reps were present, but the amount of relevant and effective input they had is debatable as Bray (2005) says that often children were listened to but were not taken seriously. One may argue that the low intensity of the TLO engaging with the RCL may be due to the fact that there are few challenges at the school that may have warranted a more intense working relationship.

While the above was observed this sub-urban school did have the RCL engaged in representing their constituency at school. The RCL at the school did engage in leadership roles as was noted in coordinating school functions and engaging in pro- social activities. When asked about the leadership initiatives the RCL undertook, the learners mentioned one example when they presented their request regarding matric T-shirts and got it approved. They also added engaging in a pro-social extra-curricular activity as indicated when one learner commented:

Last year [2014] for Arbor Day the Geography Society initiated an Arbor Day programme...we brought...we ordered in grass and we've been planting grass around the school. The previous year we planted trees and that was organized by the children who brought in funds and the teachers bought the trees for us and we planted them **(Learner 3, SHS).**

The activities of the RCL in getting all classes involved in a school beautifying action are a step towards creating a beautiful school. Studies report a positive correlation exists between good discipline and beautifully groomed schools. This finding was also made in the South African study of Nthebe (2006). In conclusion the RCL undertaking school activities and engaging learners in pro-social behaviour promoted good behaviour and developed self-discipline. The SMT leadership in leading the RCL in their own way is of value to good discipline.

The other group of learner leaders, the prefect system was used by the SMT to assist in discipline. They did this although the DoE via circuit meetings shunned the use of the prefect system as it was a vestige of the apartheid education system and is not the legal representative body of the learners. The SMT believed that the school had a right to use strategies it thought was of value to maintain discipline. They believed that this did not interfere with the RCL which was a legal body as per the Schools Act. This finding speaks to the true stand of leadership where the vision of a school with good discipline came first in its planning. Prefects are chosen, from the Grade 11 applicants, by teachers on a rating questionnaire. Regular prefect meetings are held and minutes are kept. Most learners are very eager to get onto this body and parents encourage this. This is seen as a very prestigious body. The principal mentioned this and the SMT members confirmed it. He said:

Parents here [from this community] come into school demanding to know why their children were not chosen as prefects **(Principal, SHS).**

This intimates to the fact that the learners and parents are driven to strive for positions within the school and question the democratic selection processes. The prefects are largely seen as the control factor in school discipline with a modelling factor for others to emulate. They manage the school and are the eyes of the administration in responding to all forms of deviance- by either reporting it or stopping it as one teacher said:

[They have] Duty points, yes!... and that's to maintain discipline, not allowing learners access to the blocks and things like that, where they [learners] could get up to mischief **(Teacher C, SHS).**

The prefects are monitored by a prefect master and prefect mistress who set duties, hold meetings, and liaise between SMT and the prefects. A chain of command exists with the prefects reporting to the prefect masters who in turn report to the SMT members concerned. The observations of the school during breaks clearly indicated the prefects on duty, highly visible especially at the tuck shop, and manning the school grounds and corridors.

In summary, the SMT while use the prefect system and monitors which assist in discipline, have not fully tapped into the RCL as a resource in discipline assistance. The use of the prefects though discouraged by the DoE representatives is an effective control factor in discipline maintenance. This stand indicated a mark of good leadership for the SMT stood by what they believe was best for their school in the face of reprimanding.

7.3.4.2 Role of the SMT in getting Parents on board with Learner Discipline

The SMT spearheaded by the principal encourages the building of relationships with the parents. Parents are invited to school to a parent teacher meeting at least twice a year and for a budget meeting. The meetings are interactive and also informative for example, course selection for Grade 9s. All are formal and informative as per the child's grade. The community is a middle class community who take interest and create time for their children as these meetings are well attended. Parents whose children show indiscipline tendencies called to school to respond to the children's behaviour. The SMT encourages the teachers to build communication with parents by inviting parents to school on any learner issue. There was a view that the middle class parents provided many luxuries for their children and the children were finding difficulty to integrate in school by sharing and cooperating. Also some of the teachers stated parents interviewed were surprised at their children's indiscipline at school when called. These substantiate:

That's my opinion; I think children are what they live by stemming from home.

That's my opinion...Yes. And I noticed in this environment children are very spoilt....Upper middle class, they're very spoilt....In the sense they've been given everything. Somehow the parents replaced some values with luxuries, you understand? Somewhere between the lines they lost their values, they lost some of their respect (HOD B, SHS).

She said some parents do respond appropriately helping discipline:

Somehow when we do find problems we call in the parent and the parent realizes it is the truth and they somehow actually cut down on luxuries and they speak to the

children and we speak to the children and I noticed I have problems with the children in the grades 4,5 and 6 (HOD A, SHS).

Concurring was another teacher:

“And what’s nice about this particular school is the parents are quite cooperative [when it came to coming to school] (Teacher D, SHS).

The role of the parent is vital and recognised as such in learner care and the Code of Conduct of SACE that stipulates that teachers should recognize the parents as partners in education, and promote harmonious relationships with them (SACE, 2000). Desforges and Abouchaar, (2003) report in England the three ways to get parents involved were (a) providing parents with information, (b) giving parents a voice and (c) encouraging parental partnerships with schools. Policy in South Africa asks for the same with learner reports, parent meetings, and school governance (SGB creation). Kreig’s (2004) study found that parental nurturing while is totally unclear in causal relations, has influence on the child’s behaviour. Then Mbatha (2008) found that the involvement of both parents and the governing bodies is central for the effective management of learner discipline. Similar trends are happening at this school and it seems to work well.

7.3.4.3 The SMT and SGB (Parent governors) and Learner Discipline

The cordial working relationship between the SMT and SGB parent component, also referred to as parent governors, is essential for a united front for good discipline as much of the Schools Act asks for integral working between the staff and SGB. At the sub-urban school the SGB parent component has a good working relationship with the principal and staff. They take a great interest in the school and in discipline. The principal explained how the SGB accepted the requests of the SMT and staff in funding a roving guard for better discipline. This is important as the school does not receive the full percentage of the school fees due from learners’ parents. Also spending is often on a tight budget and the finance committee largely controlled by the parent governors has to approve any expenditure especially sustained and contractual ones, including hiring a guard.

The principal has a good working relationship with the parent component. When a discipline case occurs that is serious the SGB chairperson is informed and he consults with the executive who gives the principal and SMT the go-ahead to use the process of the discipline structure. If the principal believes he has to suspend a learner while the learner’s parent is called to school he does so with the permission of the SGB. While the full SGB is the only body that can suspend a learner on ratifying the DC’s decision, as per policy, the

understanding of the SGB and SMT exists so that the principal acts in the best interest of the school. When on rare occasions, as in the past tribunal hearings, the principal and SMT followed the state policy strictly. The SGB is very ‘hands on’ as the principal said:

In consultation... so whatever takes place they [SGB] are aware of, so if any parent phones them they know what's happening in school? And you find, like this morning when you [referring to me as researcher] came you saw the person over here, the vice chairman, was here, he pops in almost every day to find what's happening in school. So they [SGB] are well aware of the things taking place in school (Principal, SHS).

This quote indicates positive working relationships between the principal and the parent component of the SGB and it assists in general school management and in discipline. This characterises what makes a good school as Chauke (2002) found that good communication, shared goals, communicating openly and agreed procedures all help in staff–SGB success. The parent governors at SHS are fully involved in school matters and their relationship with staff is good. Nevertheless, in-depth analysis makes me believe that the constant ‘eyes’ of the middle class parent community did influence the ‘school’ following state policy in all things including discipline. In this school this worked in favour of good discipline.

7.3.4.4 The SMT and DOE interactions with regard to Learner Discipline

The representatives of the DoE at district level are the SEMs or CES (Chief Education Specialist) and they are the overseers of schools. All teachers believed that the DoE did nothing to help in discipline or as some mentioned in other aspects of education also. The principal remarked that the DoE representatives did, “*Nothing, besides holding meetings*”. He implied that the superintendent management that is the circuit manager has not assisted in discipline except for holding meetings with school principals. The circuit manager is the DoE official who is in charge of approximately twenty schools in a specific geographic area called a circuit within an educational district and region (only in KZN). These meetings often focus on the circuit manager’s monitoring school, dispensing information and directives on how to manage schools. As a teacher myself I have never in the 30 years as teacher seen a circuit manager come into my school and offer help with discipline. One case comes to mind where a learner used a real sword, attacked a peer and was physically stopped by me. The staff wanted the violent learner expelled or removed from the school but the DoE manager resisted to respond to the situation even on all the teachers’ request. He also did not offer help to the aggressive learner via psychological services. In the same vein this opinion came from the

principal who has 38 years of teaching experience as noted by the answer to this question. When asked to explain the help of the DoE, the principal expounded on it and said:

You know they [circuit managers] had their regular meetings, address the principals and they touch on this aspect and that aspect but not directly where they speaking to the masses as such. But not on a one to one, come to school address assembly, teachers, etc (Principal, SHS).

The DP (32 years experience) went further to say the DoE representatives were actually of no help and further were a hindrance to education and smooth flowing of the school and he said:

The department is of no help to any school in terms of discipline. They more of a hindrance than help so as far as department is concerned they're of no help. Zero! That's my opinion (DP1, SHS).

He went on to explain how he had seen the representatives of the DoE respond quickly when a complaint against a teacher was levied by a learner's parent. The DoE was believed to be of no help in discipline yet acted reactively when teachers were accused of wrongly treating a child.

In summary the teachers and the SMT were not concerned to get any help from the DoE as they believed they did not need it. They also believed the DoE representatives have done nothing to help schools in discipline in general. This perception of the DoE officers affects how discipline is managed at school because the DoE representatives have a task and if not fulfilled schools would feel helpless and this may lead to major deviations from the state discipline policy. This deviation may be to the detriment of the learner. If schools believed their superiors were of no help they would help themselves by amending policy.

7.3.5 The Role of the SMT in Developing the School Ethos

Observations and interview data reveal that the staff of the sub-urban school made special effort to work with the SMT in developing the positive school ethos, being inspired in the development of COLTS and this positively affected learner discipline.

7.3.5.1 Enthusiasm, attendance and collegial leadership

This is clear in the school as the principal while following policy of the state extends his collegial leadership style. This is evident in matters academic and non-academic. As mentioned above school duties are collegially allocated. Volunteerism is encouraged and is taken up by teachers. The teachers are keen to respond to challenges at school and they are

keen to come to school even if unwell. Hence, teacher attendance is good. The DP put it succinctly that all in the staff discuss matters openly and come to shared decisions leading to harmony in the school. When it comes to school discipline the same collegiality exists. Distributed leadership comes from the principal down to the HODS. The entire SMT work as a homogeneous group and share duties if one is busy, speak with one voice, and take ownership of the school - hence the curbing of the slightest infringement of the COC.

7.3.5.2 Using Zero tolerance (ZT) and a businesslike approach on discipline

The DP and other teachers said one has to understand learners' behaviour but at times one has to be "hard" on the learners. On investigation "hard" emerged to mean following a 'zero tolerance' policy in discipline. All sectors of the school apply the COC consistently and this I believe creates an ethos at the school that speak to high expectations in discipline. The school ethos created leads learners to believe that they either fit in, or stay out. The learners in focus group did make clear that they tend to obey the instructions and be punctual to classes where the teacher was strict and not lenient. One learner said that they move quickly to the class of teachers who are strict. The teachers who practiced 'zero tolerance' consistently had learners who were more obedient and followed all school rules. Supporting this view a learner said: "yes, but they respect the teachers who are stern with them". This high discipline ethos emerged in the school and it has made almost all teachers adopt a zero tolerance policy to discipline albeit using the positive discipline methods in discipline.

7.3.5.3 Getting on with the job of teaching leaves no time for indiscipline

Another theme running in the sub-urban school is that of getting on with the job that is teachers are focused on teaching and not wasting time on non teaching matters or fraternising with the learners. A HOD explained the similar concept. When asked to describe the discipline style among teachers at SHS the HOD said:

I noticed some of them are very authoritarian....They just go in a class, teach and as long as the child is quiet they happy that's discipline. I think more than 50 % of the teachers are like that. And those are the main... It works. Business like, you do your work and you walk out and the children listen to you and they pay attention to you. Others, who give a little bit of leeway, being more democratic, you know, voice their opinion, sometimes they do have a problem with discipline where the child goes overboard. I've noticed that (HOD A, SHS).

The concept of doing your job well, which is, focusing fully on teaching, seemed to work well in the sub-urban school. Another young teacher of seven years experience explained the discipline at the sub-urban school as *“Very straight discipline from the top...” No compromise....*” and *“I would say authoritative but also humanitarian at the same time”* (Teacher D, SHS).

This was confirmed by a senior male teacher who pointed to a more humanitarian and warm relationship style in discipline. When asked to explain how they at SHS would describe their discipline stance he articulated aspects of positive discipline and said:

“We are not harsh with the pupils. We talk nicely to them. We talk very pleasantly and our pupils are good here, they understand what we are doing”

(Teacher B, SHS).

There is a belief that the better way to control learners and make them focus on the task of teaching and learning is for the teacher to get into the classroom and focus on the job at hand that is the act of teaching without being too friendly. The more professionally skilled the teacher the higher the discipline noted.

7.3.5.4 The Security guard – a deterrent to deviant behaviour

The SMT got the SGB to pay for a roving security guard and he “takes his job very seriously” as one group of learners said. This particular guard is in the employ of a private security company who has been contracted to fulfil this post. The roving guard moves around the school campus and this assists the masters on duty and is the eyes of the school management and staff in lesson time as well. This post was an initiative of the SMT and speaks to being creative in discipline. An HOD expressed the value of the guard:

*Children fear him at times more than the educators and the principal... he is fantastic... He’s fantastic...”*She later said, *“We can’t stay without him. He walks around the whole school, he checks...if he catches any students he brings them to the office* (HOD D, SHS).

Observations of the school in session and in the breaks revealed that the guard is very active and constantly roving the school blocks. He is seen as a deterrent to mischievous learners. The learners did mention that he is a deterrent to those who want to break the school rules. This personnel type is what the SMT wanted and one can say it is their encouragement that has made him the effective guard that he is. Effective SMT’s influence discipline positively.

7.3.5.5 Active development of the Positive Discipline Practices (PDP)

The act of teaching learners' moral behaviour and socially approved mannerism in a warm and pleasant manner are hallmarks of the positive discipline practice (PDP) and it is abundantly seen at SHS. To develop inner discipline the SMT spearheaded by the principal encouraged all teachers to motivate learners to engage in socially and morally acceptable behaviour. This is done in morning registrations and during relief periods. The DPs organised a motivational speaker to speak to the learners in groups according to their grades (hence age grouping). The Grade 12 learners were much influenced and appreciated the motivational talk by a Professor who spoke to them. The SMT mentioned that they invited speakers to talk to learners and to motivate them into good behaviour. An HOD said,

I have [like] people to come to talk about discipline. You know you have like from the Child Welfare or anybody that want to come to the school. We invite people to come actually to talk to the children (HOD A, SHS).

The SAPS (South African Police Services) is also invited to school to talk to learners and to conduct 'search and seizures'. In this regard the principal said:

We get the SAPS on a regular basis. The parent has their kids here, Maheera and Kaveera. ...We get them [SAPS] on a regular basis, on a term wise... we get them to go into the class... and also do searches with our permission (Principal, SHS).

They help in both search and seizure to keep the learners from bringing cell phones and cigarettes to school but also engage in talking to the learners on moral issues and life skills. The school counsellor also presented a workshop on discipline. The school did not present specific, regular workshops on learner discipline. This was covered in matters in the staff meetings which had some aspects of discipline discussed periodically. Besides offering 'intellectual stimulation' to teachers the SMT intellectually stimulated the learners in developing a moral conviction. This speaks of transformational leadership.

7.3.6 SMT's Role in Teacher Leadership Relationship in SHS

The opportunities were abundant for teachers to engage in leadership. Observations indicated that teachers were leaders within their class and between classes. Teachers were observed explaining and discussing academic work with colleagues. This speaks to the first two levels of Grant's four zones of teacher leadership. As the review of literature revealed, (Grant, 2010) describes how teachers can lead within four zones; the classroom, working with other teachers in curricular and extra-curricular activities, leading in school-wide issues and in

whole school development and finally by leading beyond the school into the community. Teacher leadership in school-wide issues and in whole school development was observed at the school also. Many teachers took the lead in the above by organising RCL presentations, Arbor Day celebrations, assembly talks and various sporting events. The enthusiasm to get involved in school activities showed by teachers at the school blended into acts of teacher leadership. This was largely due to the ‘*open distributed leadership*’ of the principal and SMT.

7.3.7 The School leadership Positive Discipline Practices (PDP) and the use of School Wide Positive Behaviour Support (SWPBS)

The school used positive discipline practices from top down to the administrative staff. The principal, school counsellor and teachers always believed in talking to the learners, developing a rapport and using counselling skills before chastising and scolding. The following interview extract with one HOD depicts the use of a positive discipline approach which moves from being authoritarian to warm with a counselling approach. To confirm this, the HOD said:

I don't know if I can be very clear cut in the way I'm going to answer that because sometimes there is a need to be very....to come out in a very authoritarian sort of way to gain discipline. But, sometimes I know we also tend to be sensitive to children's problems and so on. So I think there is a combination there. I would weigh the situation and use the necessary sort of approach or strategy (HOD A, SHS).

Learners also revealed that all their teachers were approachable and understanding and there was mutual respect at the school. One learner expressed it like this:

The teachers are approachable and even the secretary as well and if you have like a matter that you need to talk and you need the teacher...you know, you need to confide in the teacher, there's teachers, they are there, they are willing to listen to you and give you that advice that you need. So the doors are open. Whatever problem, whatever situation you have you can approach the teachers and speak about it. You can speak openly about it (Learner 1, SHS).

This depicts succinctly the use of PDP in SHS. While the school displays the approach of positive discipline it is criticised as it does not follow up with whole school discipline. It rests at the first level of SWPBS. Schools that have a SWPBS have a structure to assist the deviant learner make a turn around to accepting socially acceptable behaviour. This may be done by

using in or outside counselling, social workers, professional counsellors or other auxiliary socio-educational NGOs. In this sub-urban school the in-depth interviews reveal that very serious cases, though infrequent, which cannot be managed at the SMT level are not resolved. The school resorts to the '*hand them over syndrome*'. I operationally define this coined phrase to mean when a school as a whole encounters seriously indisciplined learners they [the SMT or SMT member who is finally responsible—often the principal] seeks places to move the learner to (e.g. another school) or seeks any avenue to subtly coerce the learner to move out of the school as in the case of a Boys Town boy. Methods of convincing the parent to accept the move was most common and often worked. Thus emerges the '*chuck them out syndrome*'. The use of SWPBS may have helped rehabilitate the serious offender but was not present as a structure at this school.

7.3.8 Challenges to Good Discipline at this Sub-urban School and how SMT managed them

Some challenges exist at the school due to its unique position geographically. This means that the school location supplies the school with a certain kind of learner socialised by a certain environment and has a certain kind of socio-economic parent. This in turn affects the discipline and the role function of the school leaders. Some issues unique to this sub-urban school are discussed here.

7.3.8.1 The Home background and School-setting affecting Discipline

The unique situation at the school of having a large middle-class parent corps and a very small lower socio-economic status (SES) group of parents prompts me to speak of them separately. What emerged in the sub-urban school, SHS is that the principal, SMT and teachers are 'challenged' in their administration and teaching by the middle class parents. They as a group are ready to critique the way the management manages the school or the way the teachers teach and discipline learners. This critiquing parent community makes the staff follow educational policy strictly. Teachers openly expressed this view and it seems that it irks them. This attitude has invariably influenced the manner in which discipline is led and managed. The principal exhibited a subtle 'fear' in the implementation of strict sanctions on learners. Pro-social activities as sanctions in school are used at some schools as per the COC, but this principal expressed a fear in asking indisciplined learners to (for example) pick up litter as a form of sanction. He said:

[If we make them] *“Do some community work?”... “We just imposed that because I know on certain people [referring to certain school principals] with a suspended sentence they also give them like a certain degree of community work with specific hours thus they go to the Child Welfare, an old age Pension Home, a police station to do some work as such you see in this school it’s very hard to give them any form of work because that will be regarded as child labour. You can’t tell them listen every morning I want to see you picking up papers in school or removing the bin or wiping the windows. I can be charged for that. I can be charged. The parent can take that up, abusing the rights of the learner (Principal, SHS).*

On the other hand there are parents who consistently interfere in the schools processes and criticises how the school is managed. As one SMT said:

Parents are very vociferous and very.....learner support more than the teacher support... There are a lot of educators in this particular community. They understand the mechanics around which a school operates but, the thing is they understand their rights more than other schools do so they...and today with the school governing bodies and things like that they are quite aware with the way issues are handled (HOD B, SHS).

Strangely some learners too accepted the view that home backgrounds influence the learners’ behaviour. Some parents allow their children to be mischievous by being too permissive and “spoiling” them with luxuries. One learner said:

Yes, all the luxury things and if you compare that to some of ...there are some children that come from fairly wealthy backgrounds and they are disciplined but then you get somewhere they come from these backgrounds, they aren’t disciplined at all (Learner 4, SHS).

Another teacher found that it was a challenge to scold the learners as all complaints going home brought an irate parent to school. This rapid response of parents to complain has kept this school teachers keeping firmly to DoE policy in all they do. Hence the SMT are careful not to institute harsh sanctions and keep within a ‘safe range of sanctions’ so as not to get the community ruffled up. Thus the discipline policies and processes of the school are determined by the community in which the school is in and it is strictly in line of policy. This in itself is not seen as negative by the staff but as a team in constant thought that “I must not do anything to seek the wrath of any parent”. With that said the discipline as per COC and other strategies used are effective and works to attain good discipline.

On the other side of the coin, this school has a small number of learners who come from the informal settlement nearby and from Boys Town (children with special social challenges). The principal spoke of the parental influence from this group. He said he firmly believed that the SES background of the learners contributed most to how they behaved. He said:

From here is we take the socio-economic condition of family, people living in informal settlements, people from broken families, single parents, you find that generally disciplining those homes are at a very low ebb as such and the pupils pick on that. They don't tend to listen to their parents and they try to come to school and have the same negative attitude and 'don't care' attitude as such. So that's what I find coming from the community to a very large extent with indiscipline. The socio-economic conditions as such and especially I find that where [there are] single parents you find major problems as such (Principal, SHS).

The main scenario shows that teachers generally are of the opinion that the majority of parents in this middle class community are very critical of teachers and how they teach. This affects their responses to learners, often keeping them to the theme of 'teach and exit' or 'get on with the job and be professional'.

7.3.8.2 Increase Workloads for HODs/teachers are a Challenge

All SMT participants and the DP interviewed believed that they were too busy with administrating curricular and co-curricular duties that often it was not easy to attend with some discipline cases as they would like to have. When asked about time for discipline work DP 1, said:

No, actually we should have more time for admin. At the moment I'm teaching 3 matric classes. It doesn't give me much time for me to do admin more which means that I spend quite a bit of time at home to do some work. Ideally deputy principal should be teaching but not such a big load. Out of 30, I would say about 9 periods or 10 periods should be at the maximum, because basically you're doing most of the work of the principal as well in terms of discipline. (DP 1, SHS).

When the other teachers were responding they also noted that the HODs and DPs managed the discipline more but the principal expounded on all aspects of school discipline and while he may have not directly handle discipline he was in full control of school discipline. Some mentioned the brief counselling was the most they could do as time was a hindering factor. An acting HOD said something that most teachers who are not in her position would never know except by experience, she said,

You see I'm in an acting position since the beginning of the year so I'm fairly new at this so I'm learning as I'm going, but one thing I picked up is that you know the perception that you have as a teacher is that people at management have more free periods so you must give them this and that and other to do, it definitely isn't true because what I find is most of your free periods, if you are free, you are dealing with admin issues (HOD A, SHS).

This is a solid piece of information from one participant who experienced both sides of a teacher's life, as teacher and as HOD. The acting HOD is known for her hard work, perseverance and dedication as a teacher and for her to say out candidly that time is a limiting factor for HODs, it is solid information. The perception of teachers is the opposite. Other HODs have made the same claim for the need for more administration time and this is not good for any school. At a closer reading one can see that the SMT in this school managed and led discipline well and also engaged with their curriculum duties as mentioned:

It's the only time when I'm free that I'm doing discipline... but it's time when I'm free, I'm doing so much of admin work, because I'm also supervising teachers. And then you have this IQMS, you must go and supervise then every week you have to check their forecast, you have to check tests and you have to also moderate their tests as well (HOD B, SHS).

Results from observations at the school indicate that the HODs are kept busy in their administrative work and their allotted teaching schedules. A lower teaching load would benefit the SMT school management.

7.3.8.3 The Limitations of the DOE Policy with regard to Democratisation of Learner Discipline, Decentralized governance and Leadership and Management

The question of the value of the democratisation to the learner discipline process was tested and the participants in general to speak with one voice as to the challenges it brought. Most of the teachers believed that the dawn of democracy produced a more questioning and challenging learner who at times challenged school authority. In general participants believed that the Tribunal System to try an accused learner of a serious deviance was often too time consuming and getting the SGB and DC to sit over every defiant issue was a waste of time. Also the maximum sanction of one week was ineffective. One SMT member said:

You tell me a one week suspended sentence, what it's going to do? Do you think the child is going to stop! The child needs to be put right into a calm situation and longer period... that's what I would do...It all depends on the nature of the offence

that the child has committed. And mind you I did speak to one parent I knew at one stage and the parent did listen to me, acknowledged and took the child away for a whole term....[The child returned more well adjusted] (HOD B, SHS).

Adding to criticisms above the principal while given decentralised management of the school was still under the powers of the DoE in terms of severe discipline cases and expulsion requests. In this regard one SMT member of thirty-two years teaching experience articulated it this way:

I think for very serious and breaking of the serious level of misconduct...the tribunal...works...In a way that's helped us but if we had the old system where the principal has the authority to expel a pupil, I think that would hold better than the child going through a whole process [and being given a one week suspension] (DP, SHS).

This view is common at the school. The theory as in literature speak of the above and often researchers found that the principal and SGB often short-circuit the processes and send off letters of suspension without going through the correct policies and processes as Bhengu (2005) says leaders at times act not according to the law but with “practicality”. Backman and Trafford’s (2006) booklet to the European Council state clearly that the use of democracy in governance is highly beneficial to all schools, but noted that democracy is not a final goal but a process slow and steady working onwards. Possibly South Africa is on the path to democracy; and policies, rules and regulations will be tweaked in time for near perfection.

7.3.9 Conclusion

The sub-urban school, Summit High School was seen to be a high disciplined school. The staff takes pride in stating their good discipline and the manner in which the school is attracting learners from far off due to this. The DoE policies with regard to discipline are in place and operational but used in ways to benefit the school. At times some of the DoE structures are not needed as the basic structures of the SMT and other school leaders were sufficient as these worked well and there was no need for other specific structures such as the SSC. Teachers are generally highly skilled and professional and it shows itself in their classroom management. The school personnel work as a team with all levels of the school structure working in unison to a common goal. The use of PDP is common through the school. Collegiality especially distributed leadership is observed in action and it helps discipline and developing a positive ethos at the school. Collegiality extends to include the principal, DPs, HODs, teachers, non-teacher staff and parents. Teacher leadership is thus

encouraged here due to '*open distributed leadership*'. The strategies employed and especially the positive discipline stance of the entire school has contributed to good school discipline. The school middle class parents are critiques of school management and teaching. At times this exerts pressure on the teachers but what emerged is that most of the teachers accept that they need to act within the policies of the state and this keeps the parents who attempt to infringe on their professionalism at bay. The SMTs use of learner leaders helps in discipline. The principal with his collegial–transformational leadership stance assists in striking a balance between the parents and the staff, and this works well. The pride displayed by the teachers of their school discipline indicates the team spirit at the school. The creative use of strategies, personnel, and adapted policies of the SMT help develop a school ethos that speaks to high discipline, pride in the school and high academic achievement.

CHAPTER EIGHT
DATA PRESENTATION AND DISCUSSION
CASE STUDY THREE: RURAL SCHOOL, HOPEVILLE HIGH SCHOOL (HHS)

8.1 Introduction

The previous chapter presented data on the sub-urban school and this chapter presents data from the rural school named Hopeville High School (HHS) in the multiple case studies. First a profile is presented of the school highlighting aspects that pertain to leadership and discipline. This follows data which is presented with the aim to answer the three research questions. In this chapter all three questions focused on the rural school, HHS that was researched. The entire discussion on my paradigmatic stance and the reasons for this particular stance to research and the issues of the influence of leadership on discipline is expounded on in Chapter Six which is the first of the three-fold set of chapters on the three types of schools. This is not expounded on in this chapter. It is suffice to say that the study has underlying a paradigmatic stance of being interpretative and it dictates the methodology of the case study. This is a study of leadership on learner discipline and since the schools in South Africa are found in different settings or contexts which influence their entire being; a multiple case study was thus conducted. As Yin (2004, p. 3) states that in doing a case study one must choose the case thoroughly and this I did as the profile of the school explains at length.

8.2 Case Study Three: Profiling Hopeville High School (HHS)

A profile of the school showed that the school was truly in rural setting, fed by learners from a rural, farm type environment. The school is situated twelve kilometres from a small town. The first six kilometres to the school has tarred road and the last six kilometres is gravel. The school falls within the boundary of a Zulu chiefdom. It can be accessed from another neighbouring town but there too the roads are partially tarred. Access to and from the school can be made by the infrequent bus and taxi services. Driving on the road is a slow and tiring experience as the road is very undulating and corrugated. On approaching the school one will notice it nestled amidst sugar cane fields with a small signage board with the school name now in need of replacement. It has a small patch of land called the school ground diagonally opposite the school some 200 metres away. The ground is unfenced, undulating, with patchy dry grass and inconducive for any learner to engage in sports. The school is fenced and a guard attends the front and only gate.

A car can enter the premises in-between the two blocks of buildings but the terrain is gravel and uneven with an incline- there is no real driveway. The two sets of the school buildings are brick walled with a tin roof. The left side houses four classrooms followed by a small principal's office, a HODs and DPs staff room and more classrooms. The right side building has four classrooms followed by the teachers' staffroom and more rooms. There are no specialist rooms such as Computer, Science, Cookery (Hospitality Studies and Consumer science) or Engineering Graphics Design classrooms/laboratories. A kitchen exists beyond the left building followed by a store room. The land slopes down beyond the right block. The toilets are behind the right block. The teachers' toilets are spaced apart from the learners. It has piped water to the cisterns. None of the rooms have ceilings and on hot days the heat permeates through the tin roof. Each block has a veranda and they face the central area. There is no grass in the area in-between the blocks. The walls are painted in a pale colour. There is no real "playground" for the learners. Many congregate in the classrooms, verandas and behind the right block or toilets. The DoE supplies food to the learners hence the kitchen at the rear.

The school has 550 African learners from Grade 8 to Grade 12. This is an Ex DET school as explained in Chapter Six; it was from the old apartheid Bantu Education School system managed by the state separately from the ex-Indian, ex-White and ex-Coloured schools. This explains the composition of the school learners and staff who are all African. The apartheid structures had created areas for different races and this area remained African and was further entrenched as it fell into the boundary of the Zulu tribal lands, preventing other races to come to the area. Presently there is one Grade 12 class but they were divided when some learners take one subject and others another. The language and mathematics teachers had full classes. This was a challenge for them. The staff was all African with more females and only three males. The principal held a HOD- and then DP- position at the school before being promoted to principal. He commutes to school from a distance of 45 km. He lives in the city. All other teachers also commute from and to the neighbouring towns either by lift clubs or a set taxi. The principal is proud to say that his school had over 80% pass rate in the past three years since he was in upper SMT position. He has over 24 years of experience and is principal for two years. The SMT is made up of three HODs of which two are male, the one DP is male. A male HOD was asked to act as DP while the DP was unwell. It is he who I interviewed as DP. The other twenty teachers are female. Only four are teaching for over 20 years. The staff had

approximate fifteen years average service experience with three young teachers below four years experience.

The learners who attend the school are from the rural area in which the school is. They are characteristic of the low socio economic status (SES) group in South Africa. Their parents or relevant others are living in the rural setting but commute to the towns for work. Very few of them work on the privately owned sugar cane farms. Farmers and the tribal authorities have created accommodation for them. Some commute from the shanty shacks bordering the towns closest to the school. Most of these learners attend this school as it is one of the closest no fee paying school. These no fee schools are created by the state where the state provides the funds for the entire running of the school, hence the provision of one meal a day from the coffers of the state.

8.3 Data presentation for Case Study Three: Hopeville High School (HHS)

The data was obtained in the same manner as the other case studies, namely, via interviews of the principal, DPs, HODs, teachers and learners. Document analysis was conducted of salient documents pertaining to discipline; and observations were made before, during and after school hours. Observations were made unobtrusively of the teachers teaching in class, the behaviour of learners in the various settings - classroom, during breaks and during Physical Education lessons.

8.3.1 The Experiences, Perceptions and Understandings of School leaders on Learner related Discipline Problems

The first question to be answered is how the participants perceive the term ‘discipline’ and how their understanding related to how they classified their school on ‘levels of indiscipline’. The different participants were interviewed to get a school’s view of how ‘discipline’ was conceptualised in this rural school and their perception of pre- and post-1996 school discipline.

8.3.1.1 Participants’ Perception and Understanding of ‘Discipline’ and ‘Learner Discipline’

The principal and two other SMT members interviewed saw discipline as implying control of the learners or some mechanism to control deviant behaviour. This is the very basic view of discipline that is, the control aspect of behaviour to bring order. Learners too saw discipline as having ‘respect’ for teachers implying listening to teachers’ commands or requests. Only

two other teachers held a deeper meaning of discipline which included the aspect of building a moral character with the development of better behaviour rather than only controlling learners. This rural school used corporal punishment as the main method of discipline and this ties up to the general teachers' perception of what discipline meant to them that is, control of behaviour. The following voices speak to the findings on 'control'.

Discipline is correction, a matter of correcting what is wrong... discipline is what I can call as correction when you're wrong and also that correctness can lead to order especially in the school (Principal, HHS).

Similarly, another SMT member conceptualised discipline as control and the bringing of order in the school as the above extract suggests. This is how this member put it:

My understanding of the word is something to do with controlling in the manner that enhances the learning and teaching to take place (HOD A, HHS).

The learners generally had the similar perception as most of the teachers and principal they saw respect and control discipline as synonymous that is, they focused on being respectful to the teachers and this learner articulates what learners believe:

I think discipline is where I respect you and the other to give the respect back to the children. That's how I understand it (Learner 1, HHS).

On the other hand at the deeper level of perceiving discipline was the view of two teachers and they saw discipline on the level of developing understanding and wisdom to behave in socially appropriate manner. This teacher articulates their thinking that it is the aim of discipline is to get learners to be self analytical and critical in developing self discipline:

The way the child should differentiate between the bad and the good. You know, all this goes together to make good direction, I mean values and all (Teacher A, HHS).

While almost all the teachers in the rural school believed in the use of corporal punishment, it was this teacher who had a very different view of corporal punishment. She believed that it did not have long term value in developing teachers to think independently. She articulates it as:

It [corporal punishment] doesn't, at times it doesn't teach the learners to think independently... (Teacher B, HHS).

This reaffirms the thinking that the way a person defines 'discipline' will influence the way he responds to managing discipline. Here, the teacher believed in developing self discipline and she thus saw no value in corporal punishment. Wolhuter and Russo's (2013) analysis study of various countries' discipline policies conclude in a warranted look at positive

discipline as methods of discipline and restorative natured discipline as in Australia, New Zealand and Brazil. This does not damage, but rather build the learner's self-esteem. Not only does positive discipline affect this, but it also allows learners to feel valued as individual people. Children are treated with respect and taught discipline in a humane manner. Ultimately, it promotes the development of self-discipline. South African study of Mokhele (2006) found that teachers still believed that they needed to be strict and authoritarian to achieve good discipline and were afraid to develop a loving professional relationship with learners, but when they did, better discipline emerged.

HOD A showed she believed in discipline that built the child's inner reasoning and she believed in the value of counselling the child and lastly she believed in a more 'positive discipline' basis of disciplining. Implied in this is the idea that a school that has a SMT including the principal who sets the broad philosophical base of the school's discipline policy such as 'positive discipline' will have an analogous manner of how teachers respond to developing discipline and reacting to indiscipline. This was not the case at this rural school. Teachers like HOD A had to fit into the school culture. The underlying theme of the rural school SMT and teachers was that discipline is 'control' and this one would be conditioned to the manner in which they engaged in discipline at the school.

8.3.1.2 Participants' Classification of their School in terms of Degree of discipline

The teachers and SMT were questioned on their perception on how they classified their school in terms of level of discipline/indiscipline. The principal and one teacher saw their school as highly disciplined while the majority of teachers and learners saw the rural school as of 'average' discipline. Just one teacher said discipline had worsened, but then re-treated with more euphemistic terms. Most made their perception in comparison to neighbouring schools or in comparisons with their past schools. Teacher A's view reflects the comparison in the same school over time. This is indicative of the changing behaviour of learners and how teachers have re-categorised the past poor behaviour to be today's 'average' behaviour. The actual transcripts now speak for the above views: The principal sees the school as well disciplined as he emphatically said:

To me my school is well disciplined (Principal, HHS).

He explained that student teachers from the teacher colleague reported to the staff that this school had good discipline when compared to the other schools they had attended during their studies. Only one other teacher concurred with the principal.

Interview results from other teachers and the three HODs categorised this case school as experiencing ‘average’ discipline as one HOD said: *“Well it is a, I wouldn’t say it is not high disciplined, maybe the middle one which is...average”*. Separate interviews with learners revealed that some saw the school as experiencing average discipline but comments on cannabis smoking and refusal to do homework made some feel it was worse than average. They cited different reasons for this and they centred on the fact that at times certain learners do break the school rules. Teacher A who had been in the school for seventeen of the nineteen years of her teaching career made me reflect into the interpretative paradigm of the participants as she said she saw the school go from “good to bad” then said: *“ it’s different...it’s different”* and she was at a loss for words. What emerged was the thinking that over that time, learner behaviour worsened as per teacher’s definition of indiscipline. But it also reflected the change that came post-apartheid and this leads to the next paragraph. The challenge that emerges from these interviews is that discipline is fluid and changes without prior indicating. It is hard to plan for such situations.

8.3.1.3 The Discipline change with democracy

While exploring the view of the participants on discipline I moved to the often tested opinion of the change in school discipline since the dawn of democracy that is, post-1994 and post-1996 with The Constitution (1996) which brought a flurry of democratic laws. One educational change to discipline policy was the banning of CP. The principal was very candid that discipline had worsened post-1994 since the period of democracy. He did believe that while some teachers used CP to hurt he believed it could be used to correct behaviour and stop learners from engaging in deviant behaviour like drinking, etc. All teachers in the rural school believed that indiscipline had increased post-apartheid both in severity and frequency. The teachers in general expressed their belief of losing authority and respect of the learners. Many compared their school days with the present and reaffirmed each other as the interviews progressed. The principal’s voice is similar to the other teachers and he said:

Yes, it has become worse as I’m talking now. I was but with learners that I’d spoken to, something that was not happening while I was still there [post-1994], and learners that are drinking at school, coming to school now... (Principal, HHS).

The other teachers from the post-1994 period all believed that learners are presently more indisciplined as a group than prior to democracy. The literature in Chapter Two confirms the above.

8.3.2 How the School Management Team dealt with Learner Discipline in the Classrooms

The premise is that the school leaders' perceptions and understandings of learner discipline lead them to handle discipline accordingly that is, they take specific roles and create specific discipline strategies. These are gathered from the data from Case Study Three, Hopeville High School. These are discussed herein with the following focus: focusing on the use of DoE policy; focusing on classroom discipline processes that is, strategies in place to manage the classroom during teaching time; analysing structures and strategies in place to manage the grounds in non-teaching time and analysing the common theme of corporal punishment and 'alternatives to corporal punishment' (ATCP); finally assessing the role of the SMT and additional processes or action taken with regard to learner discipline.

8.3.2.1 The SMT and DoE Discipline policy

For this study I investigated the SMT's role in adhering to DoE discipline and safety policies to find the extent the school went in creating, adhering to, revamping and using the discipline policies stipulated by the DoE. This being rated an average disciplined school it was interesting to see how policy played itself out.

The principal believed in following the DoE policies as he said that application of the COC (Code of Conduct), a policy requirement was created by the past principals and SGBs. It promotes positive behaviour and provides sanctions for negative behaviour. The COC is used in the school to manage discipline especially the serious cases with its procedural steps. There was no input of the present parents, learners, teachers and HODs to review and bring it to the same page with changing circumstances. Parent-governors are far removed from the current day-to-day operations of the school, and consequently fail to contextualise the seriousness of discipline problems as well as to enforce the learner code of conduct effectively. During interviews, RCL indicated they had little input into school matters via the RCL council which they viewed as passive. When asked about the RCL, one learner summed up the RCL input by this: "We not allowed to say our views" (Learner 2, HHS).

The existing COC was present but not followed since it was considered by learners as not giving them a chance to air their views. The principal showed that the DoE policy was not followed when he said:

Yes. Then from the HOD the principal can call the parent. That now is according to our code of conduct. When we have established that a learner has done something wrong, the first thing that we do, we call the parent (Principal, HHS).

In terms of the capacity of the SGB, researchers Mestry and Khumalo (2012, p. 98) reported in their rural schools study that, “the literacy levels of the majority of SGB members (parents) make it difficult for them to design and enforce the learner code of conduct, even though the department may have provided training. Lappert’s (2012) study concluded that the challenges in the rural schools would be assisted by having all role players especially parents drawing up and revising the COC. This SGB did not go for training and were not capacitated in governing a school the way the state intended. In terms of the role of the RCL and of learners being heard Reyneke (2003) commented that learners must not just be listened to but their voices must be heard. Reyneke (2013, p. 208) concluded that the right of the child to is to be heard, and states, “This right is also contained in expressions such as the “voice of the child”, “the learner’s voice”, “the right to express views”, “the right to participate” and the “right to be consulted”. Interviews with the learners at the rural school showed this did not occur let alone the concept of taking cognisance of their voices and intentions.

With regard to other DoE policy structures the school has no Institute Level Support Team (ILST) though on paper it exists. This has implications for discipline as this means that the slower learners with challenges are not catered for in any concrete manner. Learners who find academic work difficult have one extra burden predisposing them to misbehaviour. The school does not have an active school Safety and Security Committee (SSC) but it is noted that the teachers play their part in keeping the school safe from intruders and from indisciplined learners. The real structure of having members of the community on the SSC does not exist. This is largely due to the lack of capable personnel to fill the positions in the rural setting. This rural school works without the SSC as it has provided for the learners safety by the structures in place. The school location adds to its safety aspect.

8.3.2.2 Role of the SMT in Capacitating Teachers in Classroom management

In this section I sought to analyse discipline in the two areas of the school: (a) in the classroom and (b) outside the classroom. The first focus was on how the classrooms were managed regarding learner discipline. While doing this I used interviews to generate on the role played by the principal and SMT as leaders in the school and the type of disciplinary methods used. First, teachers in the rural school classroom were left to their own expertise in classroom management. The principal believed they were trained to be professionals and thus teachers should use their learned skills in the classroom. The SMT did not have a plan or any strategy to assist the class teacher in classroom management. When the principal was asked about the protocol and strategies offered to the teachers he said: “The school [meaning himself] has allowed teachers to do their classroom rules, that in my class I want this and that. It’s up to the teacher” (Principal, HHS).

The principal offered no guidelines and the HODs too failed to provide professional advice, strategy or set protocols per department on discipline in the subject or phase they were in charge of. There was no SMT or school policy of instituting common or guided classroom rules. There was a rather loose understanding that learners who did not follow instructions or engaged in breaking school rules were scolded, shouted at, threatened with a stick or hit if needed. Some were sent out of the class with the intention that the principal saw them. If the principal did see learners outside the class he used corporal punishment on them. This usually was a few strikes with a tree stick.

There were no special workshops held at the school on discipline except for the frequent comments and instructions made in the formal staff meetings- held at least once a term. There was no real formal induction of the new teachers to the school especially in terms of discipline. The new teachers and HOD interviewed offered no evidence of this. They were expected to pick up the “dos and don’ts” in the school as they interacted with the staff, learners and parents. When asked whether this HOD was formally guided in the school he commented: “No, I am new here; I ...picked up what the school does” (HOD C, HHS).

Follow up questions enquiring about the use of learner-leaders, such as monitors or class representatives revealed that there were none as per school policy. The principal knew of no teacher using monitors or class reps that could assist in classroom management. This school

lost the opportunity to harness and develop learners into leaders by using these positions. In terms of capacity building the school setting and infrastructure was a challenge. The rural setting placed a challenge in the form of transport as learners and teachers found it difficult to stay in after school. This made it virtually impossible for the SMT/ principal to hold staff meeting much longer after school hours. Thus workshops to capacitate teachers were limited and workshops on discipline were limited to reports rather than strategies and debates on developing moral education and discipline for life.

For the learner in the class to be supervised at all times for discipline matters a relief roster was drawn up when teachers were absent. When a teacher was absent the DP drew up the relief duty for the day. The principal informed that he saw it best for a level-two (HOD) or the level-three teacher (DP) to set the relief duty roster as the level-one teachers would accept it better when a level-two teachers did it. There seemed to be no confidence in level-one teachers doing administrative work even if done according to policy. On the other hand, it may be that teachers in this rural school accept more willingly the authority of people in higher posts. Later it emerged that teachers at the school would do the least expected from them, thus when a senior officiates they respond out of duty.

The protocol system created by the previous principal was used to assist in general school discipline management. The principal prided himself in informing that three HODs are in charge of a grade each and another three senior teachers are given pseudo-HOD status to manage the other grades. This initiative was that of the principal who believed he could not control the school himself and needed help. Their duties are to control all aspects of their grade – classification, subject movement, absence, academic results, discipline and all matters of the learner.

The cascade protocol discipline system at the school works as follows: When a learner has defaulted the teacher is expected to deal with the case. The ‘how’ is not explained by any set school protocol. Much is left to the individual teacher’s skills. Absent was the lack of advice, policy or strategies forwarded to the teachers by the school leaders. The SMT offered no real assistance to teachers barring the reactive measure of responding to deviant learners. The teachers have to resort to their own resources, skills and professional expertise making the system inconsistent. When the teacher fails with an indisciplined learner the learner is sent with a written explanation to the HOD in charge of the learner’s grade. All communications

in the school were expected to be in writing but the principal admits that this does not happen. His acceptance of this oral communication reflects that he had not attempted in rectifying his own policy. This is how the principal put it:

Now above the class teacher there is the grade controller, so whenever there is a problem in the class the grade controller needs to be informed and he or she must deal with the case ... Because the grade controller are HODs and senior teachers. So from the grade controller to the deputy principal, from the deputy principal to the principal. (Principal, HHS).

The unprepared teacher is often the cause of poor classroom management. One factor in good management of class discipline is the effectiveness of teaching and acceptance by the learners of the teachers' ability to teach. It was found that in HHS some of the learners viewed some teacher as inefficient teachers and this led to many responding without respect to such teachers. Learner 5, HHS said: "There's no explanation, there's nothing from some the teachers". This was the sentiment of other learners also. Then with regard to school classroom protocols- they help in discipline but were not present here. Similar to Singh's (2008) study found when learners' participated in the formulating of rules, policies and practices in the classroom they took ownership of them and this helped discipline. This was not present in the rural school. Strangely at this level of giving advice and instruction to teachers on classroom management the top-down control or instruction did not occur.

Research revealed that in this study the lack of capacity of teachers in teaching was felt by the learners. This has a negative effect on learner discipline. The negative view of teachers' ability to teach would be a strong factor for indiscipline in class. The literature confirms with Nthebe's (2006) study founding that ineffective educators' teaching approaches and conduct towards learners also affected learner discipline. Then Durrant (2010) states that some teachers have particular personal challenges that make their work more difficult. The role of the teacher is one of the most potent factors in classroom discipline (Blandford 1998; Idu & Ojedapo, 2011; Mokhele, 2006; Ncube, 2011).

8.3.3 Role of SMT in Managing the school with regard to General School (learner) Discipline

The previous section discussed discipline in the classroom and the role the SMT played in achieving that discipline. The one aspect of discipline is as discussed 'the control of behaviour' while the other is 'developing self discipline or good discipline'. First I focus on

the control of behaviour with the intention to maintain good behaviour. Here I focus on general school/ learner discipline - what the SMT does, the structures, the challenges including that of alternatives to CP and CP, the special nature of the school, and other SMT challenges. General school discipline rests on controlling behaviour that is unsavory while encouraging good behaviour, school safety and sanctioning deviant learners.

8.3.3.1 Discipline Structures at the Rural school and Role of the SMT

Various structures are in place at the school, largely set and sanctioned by the principal. The HODs as mentioned manage indiscipline cases that teachers fail with and are cascaded up to them as per the protocol system. If a Grade 10 learner is caught for some indiscipline such as causing a fight; the HOD in charge of that grade investigates and does the paper work involved in calling in the parent. The principal is notified if a parent is to be called on any discipline case. This is largely a principal driven school. The serious case of the boy caught with cannabis was mentioned by all teachers. Learners caught on the grounds breaking the school rules are usually ushered to the HODs/DPs room. There the usual procedure was scolding, and hitting with a stick. Observations indicated boys being hit on the buttocks. The principal also believed in getting involved directly and this is how he viewed it:

That's why the principal will not sit in the office, so we go around and check if learners are behaving well.

Learners who indulged in serious cases of indiscipline such as smoking cannabis or drinking were dealt with in a short circuited manner where the parent is called in (as above). Often without any DC or hearing, the guilty offender is given a five day suspension. The SGB has given the principal the power to sanction as per his discretion and it works at the school. This works as the parents from this lower SES community find it difficult to leave work even for discipline cases and accept their child's punishment as meted out by the principal.

With regard to this the literature informs of Section 9(1) of the Schools Act which states "Subject to this Act and any applicable provincial law, the governing body of a public school may, after a fair hearing, suspend a learner from attending the school", hence the principal out of 'practicality of the situation' sends the learner home till the parent comes. Though it is wrong the principal often suspends learners with the SGB's general approval. They gave him the authority to suspend learners in serious discipline cases without them being present at the case or a hearing. Congruent to Bhengu's (2005) study conclusions that often '*practicality*

works and not the law". This seems to apply to date as found in this study and points to little change in the sync between DoE policy and practice.

Further to this in some serious case the DC is set up to hear the deviant learner plead his case. The principal explained that the DC was made up of three teachers and himself. He unknowingly said it like this:

There's 3 teachers, in that [DC] committee I'm also a member (Principal, HHS).

According to the South African Schools Act 84 of 1996, regulations are set up on how the tribunal operates and it usually has to have a DC with the SGB present with at least two capacitated parents or ad hoc appointed persons. All bodies of the SGB must be chaired by a member of the SGB. This is not the case in the rural school. Hence the democratic discipline system is not functioning at the rural school due to uncapacited SGB parents who are not trained by the state. As Bray (2005) stated every accused has the right for "just administrative action" (section 33) and the access to information (section 32) (The Constitution, 1996), and access to information (section 9(3)) of the Schools Act, 1996. This being said the Schools Act and the UNCRC and Section 28 of The Constitution points to that fact that in all things regarding the child action must be in the 'best interest of the child'. The debate is, is the short circuiting of the discipline process in the best interest of the child? The reactive nature of the principal and SMT to indisciplined learners was similar to Nhewu's (2012) study that found that principal's roles in instilling discipline were focused mainly on reactive administrative and management functions rather than on giving leadership designed to inspire alternative ways of behaving.

During tea and lunch breaks the school grounds were managed by teachers on duty. The HODs set up the ground duty roster and place teachers and themselves on ground duty, but investigation shows that they (HODS) are more visible than the teachers. There were no differentiated areas by gender or age groups. One learner said, that "*mainly the HOD's are seen on duty*" are seen on duty implying that they are on duty more often than teachers. The non educators are also active in discipline. The principal said that the gate keeper and the cook at the kitchen are expected to monitor misbehaving learners. While they do not have an official duty they have a more informal monitoring and reporting function and this does help in discipline. This was not observable as the cooks were restricted to their area and so was the gate guard.

The school physical environment is said to correlate to learner behaviour. The school setting was not pleasant as there was little attempt to manage a grass patch, flower garden, planting of trees or the like to beautify the school. The school on entry led up a dry path and on the left of a small bank was a space for a car to drive up. It was sloping, unsurfaced and probably would be very muddy in wet weather. There was no real play-ground or benches to sit on in the school yard. The school fence and guard at the entry gate do offer safety and security and this was the upper SMT initiative. Learners stood along the corridors, at the rear of the school or sat in their classrooms during breaks. The SMT did not and had not given thought to beautifying the school, and creating space with the use of benches for the learners. As Morefield (1996) wrote one of the factors affecting successful schools was having a safe, clean, and aesthetically pleasing school environment. This school had problems satisfying such conditions. Morefield (1996) concludes that concerted efforts must be made by school leaders, staff, parents and community members to provide safe and aesthetically pleasing physical environments. Literature expressed similar views (Preble & Gordon, 2011).

8.3.3.2 The Common Methods used, issues around Corporal Punishment (CP) and Alternatives to Corporal Punishment (ATCP)

The most common method used by teachers in this rural school in controlling learners was to scold, chastise, urge and hit learners to respond in an acceptable manner to the teacher. As mentioned at times the teacher sends the deviant learner outside to be caught by the principal knowing that the learner will be severely beaten. The observations at the school reflect that almost every teacher seeks his/her soft tree stick before going to class. For example I observed one young female teacher who was going to her class return hurriedly to the staffroom to fetch her sticks which she had forgotten. Sticks are used to hit girls on the open palm and boys on the buttocks for serious deviances or repeated offences. Even non-compliance of homework resulted in chastising with the stick. The principal and entire staff use CP on the learners to get work done or punish for inappropriate behaviour. I sought reasons for this. According to the teachers the learners refuse to listen if teachers do not use the stick on them. Many learners at the school reported that they accept the CP as it is acceptable in their culture. This is discussed below. The principal and DP made it succinct that the learners normally ignore spoken disciplinary instructions such as counselling. For example one senior teacher who supported CP held up sticks and said:

We have to force them, we have to punish them but we can't do our own because the government don't want us use the corporal punishment ...we use this ... Yes, it helps because they don't do their work so we have to use the stick (Teacher B, HHS).

While knowing CP was illegal the teachers believed that to get learners to work they have to use the stick so that syllabus coverage gets done. It was difficult for any researcher not to believe that the teachers were honestly trying to get learners to study, do homework, refrain from cannabis smoking and coming on time. Teachers believed that talking to the learners did not work at this rural school. The following statement is common from all teachers and SMTs and is a statement of one HOD:

Yes, because if you cannot be strict how can you have a...I would say it is strict because if you say it's lenient you can't work with them because they would take advantage, these learners. And to be authoritative you must also apply that to and say 'no' I say this is done this way because if you don't do it they won't listen (HOD C, HHS).

The challenge of indiscipline in the rural school is met with the school's general acceptance of CP as a method to control behaviour. The school ethos that emerged over the years was one that the discipline was strict at the school and parents accepted it but it implemented CP as a major permeating theme.

The recent HOD appointee to the school candidly explained that there were no workshops or motivations or influences from the principal or other SMT on the use of ATCP. When asked, *"In this school here ... is there a detention system used, any other system, that is, alternatives to CP, for examples stay in after school, stay in the break time, cleaning of the garden. Is there any other alternatives used?"* She said, *"No, I haven't seen any, not in this school...no"*. The HOD believed it was lacking at the school as teachers were at a loss on how to work with misbehaving learners. She said the teachers all resorted to carrying a thin stick to class to maintain order. Thus CP became the order of the day.

Another HOD who did not believe in using CP, and did not use it in her old school, found that she too began to use it at times. She explained it was only when a boy would hit a girl or be violent to someone in her presence. The reason for the use of CP forwarded by another middle age teacher was that it was what worked at the rural school setting as one could not use detention of learners. She said:

In our schools here in the rural areas, it's unlike those schools in town, maybe like that one of yours, so corporal punishment is working because detention, you can't use it here. You can't say a child will be here so his or her parent will come and fetch her or him after hours (HOD B, HHS).

She was suggesting that keeping learners in after school would not work in the rural school as there are no parents with cars affluent enough to pick up their children after detention. There was no public transport after school ending time. The school context hence dictated the method of disciplinary strategies.

The area of counselling and its failure was not mentioned by the participants in general though one teacher reported that she spoke to the learners often to encourage them to do school work and focus on studies. Without a label being placed of her action it was incidental counselling that she engaged in but this was a rare occurrence at this school.

The principal when asked if the CP or scolding/chastising the learner worked in disciplining the learners he said that firstly scolding worked at times but not always so CP is used. He also said that parents could not come to school and wanted the school to do anything to keep the child in the classroom. His voice substantiates this:

As I said it depends. When sometimes you are using some learners change...then some do not. That's why I'm using both. But now you're teaching me that... Sometimes when we talk about corporal punishment there's a big problem for schools. The parent's are saying don't disturb me, I'm working here and I want my child in that school. I don't want my child to be disturbed, allow him to get into the class (Principal, HHS).

Learners' views on CP were one of an accepting nature. The belief that learners and teachers from the African cultural group accept CP as a way of disciplining learners exist and is common knowledge to literature. This conceptual thinking comes out in this example of an extract from one interview and it reads:

Researcher to learners: CP is used on you all; to get discipline. Does it work?

Learners in chorus: Yes, it works.

Learner 1: As we Black, it's how we raised up; it's how...we accept it...

Researcher: When you say we Black... you mean?

Learner 1 and 2: It's us,

Learner 3: As for white people I don't think they hit their children in order to learn lesson. But we accept.

Learner 4: It's our culture.

Learner 5: The stick is our culture.

Learner 5: It's how you get your problems sorted out...

This was similarly repeated when I spoke to another group of learners. The overt judgement was that this method of disciplining is accepted by most of the learners both boys and girls.

Researcher: *So what's the main mode of discipline in this school, the main method in disciplining you learners?*

Learners (in chorus): *Main one is the stick*

Researcher: *Now I want to know if we change and say let's don't use the stick and we start talking to the learners, will the learners understand? ... You shaking your head? No? You shaking your head too? What do you say learners? Son, tell me?*

Learner: *Some learners do not understand... without using the stick...No.*

The general consensus was that learners themselves believed that their fellow learners will not respond to other discipline strategies. It seems that it is a cyclic problem because even the teacher who wants to change and move away from the stick is perceived by learners as the teacher who is weak and the one who is not disciplining them. Learner's perceptions and responses at the rural school make teachers' responses adhere to the outdated and outlawed use of CP.

When asked about the effectiveness of CP the principal made comments that revealed he and the staff believed that the stick was to supplement the other discipline methods. Some of the methods were talking, coaxing, counselling (which I observed as minimal), and threatening. He believed the children would not respond positively to alternatives to CP but said the talking (counselling) takes place when the parent is present. One statement made this lucid:

As you're asking if it's working, as I said to an extent it's working, but to a certain extent it is not because there are learners that can change but there are learners that cannot change. That's why I'm saying we use sometimes both, send the learner to call the parent, the learner is here, the parent is here, discuss the problem.

On the effectiveness of CP, a HOD said it does not work on the long run as learners do it again. But it was found to stop mischievous behaviour at the moment of disturbance so that teaching could continue. As researcher I believe the principal and SMT do believe in the best

interest of their learners. They were constantly attempting to get the learners to improve their results by getting them to do their homework and SBA's (school based assessments). When I asked HOD C if CP was effective he remarked it had limited immediate value and said:

Yes, I will say so but they believe there's a change for that actual time but after some time they forget so they misbehave.

The futility of CP is once again noticed to be evident and yet the teachers could not find any alternative to it. The SMT too failed to capacitate the teachers by 'one-on-one' discussions or with staff workshops. Children beaten surely did not develop self-discipline but would easily hate teachers, school and education. The inner growth of the child in discipline does not occur as mentioned by teachers themselves.

The literature show that CP is used more often in the African and rural school. Maphosa and Shumba (2010) found the alternatives do not assist the educators but it frustrated them. On the other end, parents themselves in Africa homes do not see value in the alternatives to corporal punishment (Maphosa and Shumba, 2010; Zulu, 2008). Sello's (2009, p. 35) study revealed that "school managers and educators struggle vainly in their attempt to maintain discipline without the rod and cane in the school environment. They find themselves in positions of not knowing what to do with ill-disciplined learners. They say maintenance of discipline has become a challenge for both school managers in the school and educators in the classrooms. Then Samuel (2005, p. 41), the chairperson of the HSRC report on rural schools sums up the legal-cultural challenge and states, "The civic leader is referring here to the common perception amongst parents and teachers that, in some cases, rights embodied in the Constitution can be an assault on the authority of parents and teachers. Corporal punishment is commonly used as a normal punishment and the Constitutional provision that forbids it, a mistake". The report it sums up what was found at this rural school, HHS, when it stated, "Many principals, parents and teachers see corporal punishment as a normal way to discipline children when all other methods fail" (Samuel, 2005, p. 91). This study shows that little has changed a decade later.

8.3.4 The leader – stakeholders' relationships in improving discipline.

The relationships between the school leaders and various school stake holders, namely, the parents, SGB (parent governors) and the DoE were studied to shed light of the school dynamics and influence on learner discipline.

8.3.4.1 Role of the SMT in Managing Learner Leaders for discipline

The RCL was constituted by the school SMT spearheaded by the principal. There was a TLO who was voted into place by his fellow teachers. The learners are not given any tutoring on how to, respond to indiscipline of peers and, conduct their duties. The SMT did not use the RCL effectively in controlling behaviour, monitoring the school or developing self discipline. One learner who had come from another school said she expected this school to have the prefects or RCL to check on learners in ‘no-go areas’ but found nothing like that. She said this of her previous (town) school:

You know and they [RCL] take charge during break time around the school [but here?] ...no... Nothing [here]...they don't be in charge outside.

Another learner quickly added saying that the RCL only managed the classroom:

They only control the classrooms (Learner 2, HHS).

The SMT failed to use a very important sector of the school that is, the learners themselves in assisting school discipline. The RCL were not given any special mentoring or training to assume the role. They were not extended to help in the development of self-discipline of the school. There was no evidence of a healthy communication between RCL and the SMT via the TLO or individual representatives. The principal did say that the learners’ views were relayed to the office but the RCL and other learners said differently. This made me believe that the principal where possible wanted to show that he was following DoE policy as the RCL is a legal requirement of DoE. The principal had the policy and structure in place but was not monitoring it nor allowing it to function as supposed to. The learners were keen to tell me (the outsider to the school) that the principal was very authoritarian in this management of the school as this learner exclaimed how the principal rejected learners’ inputs and suggestions and said:

We did talk to our class reps but the problem is if they deliver the message to principal, if the principal said ‘no’, it’s ‘no’. There’s no argument we have to argue about that. If the principal said: ‘no’ then, it’s ‘no’ (Learner 3, HHS).

They were rather unhappy about not having a say in the school. Girls were especially unhappy about not being allowed to use track suits. Their argument was that teachers could warm up by using any warm garment while they had to suffer in the cold winters by not being allowed to wear pants. Many learners had suggested to their teachers about having sports or

excursions or some dramatic plays in school but they had nothing in the form of extra-curricular activities. These voices will show the learners' requests for warm apparel and for sports at school:

Yes, the thing that we want at school is that we want tracksuit, we want teachers to like, you know how come teachers wear warm clothes...cold winters. So the only thing we want is for the principal to allow us tracksuit and to allow us to go for trips. Allow us to do something at school to make all learners to participate that can... (Learner 4, HHS).

Yes we want sports or something and having trips (Learner 5, HHS).

That's [what] makes a childhood, you know (Learner 6, HHS).

The learners in this rural school wanted to have a say in what affected them and are very interested in doing more than just school work but are not being heard by the SMT. They want the principal to allow them to engage in extra-curricular activities but it is not forthcoming from the side of the principal and SMT.

Observations of the school in session and breaks show the RCL not on "duty" as in managing the learners. Conversations with teachers show they don't regard the RCL highly as a form of discipline controllers. The literature states that the RCL do not know their role function in the school governance, felt they were not listened to (due to societal- cultural beliefs – child is to be subservient), and deprived of a voice by the timing of SGB meetings (Magadla, 2008). Magadla (2008, p. 42) goes on to make a potent statement stating that, "democracy has not been achieved as expected this is evidenced by the silent voices of learners. Power relations suggested that school governance is still dominated by adults". Subbiah (2004, p. 124) said that government while wanting learner participation as part of democratisation offers insufficient guidelines, support and training in this area. The findings on the RCL all correlated to findings in this rural school, HHS.

8.3.4.2 Role of the SMT in getting Parents on board with Learner Discipline

The major challenge in the rural school was in the third leg of the teaching-learning triad- that is, parental community involved in the school and in their children's' education. Mthiyane (2014, p. 176) found in the rural schools parents seem to have abdicated their responsibility of their children's education and behaviour to the school as reflected by their refusal to attend meetings set on their children's' behaviour. The low socio-economic status (SES) of the parents in the rural area has contributed to the 'absentee parent syndrome' where parents are

eager to register their children at school and thereafter leave all caring to the staff of the school. Various reasons existed for the absentee parent and they centred on lack of free time to attend school matters. Many parents stayed near the work sites, hence away from home due to the rural setting and distance to and from the towns. This added to living costs. Such absentee parents offered learners the opportunity to engage in behaviour that many parents could caution. The smoking of cannabis was one common behaviour learnt due to the ‘*absentee parent syndrome*’ among other factors. Others often left home before the child was awake and came home late. Due to many engaging in working class activities they did not have the ability to negotiate free time from employers for school matters. Thus often parents never came to the school on request, or they sent a relative. Some came but very late - too late for effective disciplining to occur. Hence the ‘*absentee parent syndrome*’ emerged at the rural school. This also resulted in various forms of indiscipline at home. When asked if parents come when called on discipline cases one HOD C explained that they worked far away and often did not come to school when called. He explained:

Sometimes they do come. Some take some time to come. They work far away from here.

Another senior HOD B said that at times the deviant learners stay at home till they find any person to stand in for their parent and reported:

We often say that the person has a challenge and says that he or she cannot attend school, he should report but you find that at times learners do not follow those procedures so a learner simply absents himself and then someone comes... they claim they were sent by the parent... But of course you also consider the fact that some learners stay with grandmothers, grandmothers who sometimes rely on them you know. The parents are there no longer.

While the grandparent finds someone to stand-in for the parent the parent is at work often far away. Another unexpected finding emerged where it was found that as the principal stated that some parents are afraid of their own children and thus coming to school was of no value. At times this parent-child relationship prevents parents attending school as their status would be lowered in the presence of teachers or the SMT. He cited the case of a mother appealing to him to withhold her son’s cellular phone as he (the son) did not listen to her and engaged in the cell phone applications to ignore her. She lost control over him and asked for help from the school. The principal’s own words articulate the new crisis as he said:

At one stage when the parent came in and when we talk to the child in front of the parent the way the child talked to the parent showed me, showed the SMT

member that this parent is afraid of the child and we had to intervene, because of what? Because of the drugs they are taking... parent is afraid of the child and again when the child is becoming rude and we call the parent, the parent will side with the child because he or she is afraid of him or her.

This situation existed in the rural community setting that is, a role reversal of parent and child in terms of power relations. This may not be the norm but it exists. While the principal was hard on the learner he said he knew he was losing a discipline battle in such cases. Thus the school was a futile ground for such difficult learners making a change in behaviour. The SMT have rescinded themselves into accepting that the parents of rural school learners do not have the time and money to make it possible to leave work and appear at school. The social situation in which the school is, lends itself to these challenges and the SMT and teachers find it easier to be strict and use any means to get learners to follow rules, do homework and engage in academic activities. The reality of the situation suggests standard DoE policy cannot exist in rural situations. This refers to the following of the discipline procedures recommended and made law.

Lamperts (2012, abstract) also found that teachers have to fill a greater pastoral role than they did in the past, as learners today face many more difficult challenges than they used to do in the past. Samuel (2005), chairperson of The HSRC Report on rural school, reported that “Parents tend to feel that the school should reinforce values such as respect, discipline, responsibility and appropriate sexual behaviour”. Matshe’s study (2014, p. 93) concludes that “Involvement of parents for wrong reasons was cited as number one challenge... Also interference of other colleagues in the management issues and lastly failure by the Department of Education to capacitate parents on issues relating to school governance was hinted as another great challenge”.

8.3.4.3 The SMT and SGB (parent governors) interactions with regard to Learner Discipline

Real power lies in the hands of the parent component of the SGB. Its power lies in the fact that it finally ratifies the budget, has one more voting representative in the SGB than the combined others and must chair all committees; hence it is the most powerful part of the SGB and governance. The parent governors have final and sole responsibility to impose sanctions especially those of suspensions. The role thus of the parents is significant. At HHS the SGB parent component was not actively involved in the discipline issues except for the infrequent

sitting of the DC and holding of tribunal hearings. They did not present themselves at school to either talk to learners or teachers as a morale booster. As leaders, neither the SMT nor the principal gave any inkling of their endeavours in getting the parent component to the school to assist in discipline- such as talking to the learners and building a rapport. The SMT outside of the principal by virtue of not being given the direct power have a challenge in developing a rapport with the SGB. They cannot negotiate a transaction with the parent component without the principal's approval. Thus while management has been changed in policy it is not in reality. There were no pro-active actions of the SMT in engaging the SGB parent component bidding the monthly SGB meetings.

Literature indicates that policy dictates that the SGB parent component should meet with the learners, teachers and non-teachers at least once a year this has not happened at this rural school. According to The Schools Act, Article 18, 2, b “(2) A constitution contemplated in subsection (1) must provide for- (b) Meetings of the governing body with parents, learners, educators...” (Schools Act). Thus while the principal said he keeps to DoE policy it was not the case here albeit it he was not the head of the SGB but it is he who as noted leads it from behind. The presence of the SGB would have assisted in building rapport among the main components of the school especially with the learners bearing in mind they in interviews were ‘crying out’ for a voice in the school.

The principal in trying to get the parents to take more interest in the school matters and that of their children tried different methods to get parents to school. He holds parent meetings for different grades but attendance is poor. He has thus instituted the rule that parents come to school to collect their child's report. This compels parents to come to school. At that time, if the learner was mischievous, the SMT has a chance to discuss this with the parent. As Naicker's (2011, p. 80) study concluded that action as opposed to rhetoric forms one of the important ingredients of the school - community partnership and “such action is driven by visionary leadership”.

In summary the DoE policy post-1994 failed to take into consideration the variety of school communities in South Africa and especially the historically disadvantaged ones. The creation of decentralised governance, through the creation of SGBs, and distributed management of schools through SMTs, are a challenge to rural school communities as observed above. The

challenges of the lower SEC parent in the rural school community leads to school discipline challenges largely due to the '*absentee parent syndrome*'.

8.3.4.4 How SMT and DoE interactions influence Learner Discipline

The DoE with its structures are the source of assistance to all schools as per policy. Schools while being bestowed with self governance and dispersed management are more challenged by this rather than advantaged. The DoE representative that is the SEM-Superintendent Education Management is the DoE personnel who manage approximately 20 schools in a specific geographical area. This person has capacity to assist in various aspects of the school or can enlist help for the school on many aspects of the school. It is the duty of the SEMs to visit schools and to capacitate the SMT often via the principal or by organising motivational talks for teachers and/or learners. The principal and SMT as a group of HHS did not call for any assistance from the DoE.

While the Induna and Councillor came to school to assist in discipline on their own will, the SEM did not come and help with workshops or any programme to help teachers or the SMT. The SMT were more at ease with calling the Councillor and enlisting the help of the War room (RSA, 2013a). When asked if any DoE representative offered help in any way Teacher C, like all others replied in the negative as this teacher said:

No, the Department of Education, they have never come to help us with the issue of discipline. No, I don't remember any day seeing them coming here.

The principal nevertheless said that the previous ward manager, Dr Ngcobo under whose jurisdiction HHS was, did often come to the school to assist the principal and SMT in administration matters. This occurred two years prior, that is when the present principal was holding the DP post at the school. Presently the same help is offered as he said the ward manageress phones to enquire about the school. Further investigation revealed that the ward manageress had only called once in the year and that was in regard to the Grade 12's. Hence the input of the DoE in discipline and learner matters was minimal at the rural school. One could speculate the reasons for this.

Literature indicates that the DoE is not offering the help to schools as it is expected to. Casey's (2010, p. iii) study concluded stating that "in the context of South Africa that principals will neither lead nor manage unless adequate support structures are put in place by

the Department of Education and provided for by the South African Government”. Kamper (2008) found that there was a need for education district officials to interact closer with schools, by training SGB members, assisting principals to draw up business plans and assisting schools to acquire what was urgently needed.

8.3.5 The Role of the SMT in developing the School Ethos

The school is led from top-down that is, the principal controls all aspects of the school and this makes other SMT members shy away from presenting creative ideas. This was noticed when one teacher used aspects of positive discipline practices as she said she did in her previous school but remarked that this school drew her into its own culture. She could not pursue those progressive methods of disciplining at this school due to lack of support.

The principal led SMT did make some changes to assist in discipline as discussed. The guard at the gate was a deterrent to learners and managed to keep learners in school. Prior to a guard being present learners absconded school. This was a positive input of the SMT for discipline, but the function of the guard was not put to full use. He did not rove the school which could have been done as very few cars came to the school during the day. Then, there was a high prevalence of teenage pregnancy at the school. There were no observable ‘life skills programme’ in place for girls in curbing the high incidence of pregnancy at the school. This high rate was hidden from me as researcher till one teacher let it out as she was upset that the principal was following the DoE policy of ‘entertaining’ the young mothers. She was of the opinion that such girls who did not listen to them should leave and give other deserving learners a seat at school. The DoE article report led by Panday et al., (2009, p. 12) notes that, “Over two thirds of adolescents who have ever been pregnant in South Africa reported their pregnancies as unwanted”. Two points of interest were firstly: when they [girls] grow up in residential areas where poverty is entrenched (informal areas and rural areas), they are at risk of experiencing an early pregnancy. Secondly, when both parents, and in particular, the mother, is present in the home, risk for early pregnancy is decreased. The ‘*absentee parent*’ at home may be a large contributing factor to this challenge. The state has taken this issue seriously and provided information on management of this challenge (RSA, 2003a; 2007). No real programme existed at HHS to curb unwanted pregnancies.

Regarding late-coming the principal made it his or the DP’s duty to meet the late comers and mete out CP to them. This was in the form of lashes with a cane on the hand for girls and on

the buttocks for boys. The learners did respond well as reported by some teachers but there still were incidences of late coming and this is due to poor transport system or lack of money to pay for bus fees as personally observed. The principal was trapped into using CP as there was no way out. Since he began using CP to curb the frequency of late coming he could not suddenly stop using it even in some legitimate cases as he believed that the other learners would not understand his leniency.

As a disciplinarian the rural school principal follows a ‘zero tolerance’ (ZT) approach. This stern approach of his permeates into how he manages the learners and his teachers too. He insisted his SMT be hard on any learner sent to the office and they obliged him partly due to his personality and partly as they believed that CP worked at the school in deterring learners from misbehaviour, in doing homework, or being respectful. Then the use of the cascade-protocol system used helped in offering the teachers a reprieve as they had someone to turn to if a child was rude, disobedient or repeatedly did not comply to the COC. The lack of use of the RCL and learner leaders is discussed.

The appearance of the school needed to be improved to give the learners some pride in their school. This partly stemmed from finances but a little initiative from the SMT could have introduced some flowers, a patch of lawn and the like. This was lacking. The socio-economic situation of the school and community has drained the rural school and seemed to tire the SMT and staff thus leading to a limited level of personal leadership in improving the school.

8.3.6 Teacher Leadership and Learner Discipline at the Rural School

The DoE post-1996 has encouraged teacher leadership as explained in the literature review. This comes with encouragement from above and with enthusiasm from teachers. Observations, casual conversations and interviews suggest that the teachers at the rural school were very laid-back. Teachers would indulge in doing their own work in any free time rather than engaging in extra duties except for one teacher who the principal praised. Duties were ferried out to the staff at the beginning of the year but certain duties remained in the hands of the SMT as per the principal’s instruction. The principal’s belief that certain duties must be done by the DPs (such as relief duty) indicates his adherence to the authoritarian leadership and this couples with his selective ushering of duties on his perceived ‘*better teachers*’. This leadership style stifles general teacher leadership at the rural school. The principal mentioned

that he appreciated one HOD who went the extra mile in assisting in the school. In his praise he said:

He (the teacher) knows what I normally do. When we come in the morning, when we start, you'll see that when he comes in the morning he's in a hurry. He tells me that he is going to supervise. So if I can get more men, more people like him it would be nice.

Data revealed that the principal did not engage in the true essence of distributed leadership. He controlled the SMT and teachers and only offered duties to those who he believed capable and for reasons of alleviating his work load. He commented he would distribute duties but only if it complied with the DoE policy and his words indicated his desire to control the school autocratically:

It depends because if you are a leader who's 'yes, yes', who is always using 'yes, yes' you'll will find yourself in deep problem because they may say something that is against the policy of the Department of Education and if you are always saying 'yes' you'll find yourself in a big problem. Now I do as I said it... provided that you monitor, you control, you check on what they are doing, you supervise and etc. But if you are just going to say to them do that, do that and you don't monitor you will find yourself swimming in a hot pool.

Harris and Spillane (2008, p. 31) commented that “The model of the singular, heroic leader is at last being replaced with leadership that is focused upon teams rather than individuals and places a greater emphasis upon teacher, support staff and students as leaders”, but this was not happening at this school. One HOD made it clear that the principal was authoritarian and when I asked of distributed leadership and collegiality at HHS she emphatically said:

Nothing. Even if you with, you know, SMT it just exists on paper here because with meetings with the principal he doesn't take suggestions (HOD A, HHS).

The adjustment to change was slow. The above thinking and action is not far from the literature. Nene (2013, p. ii) found that, “Barriers to the development of teacher leadership that were identified were: hierarchical school structure, specifically the School Management Team, as lack of leadership capacity by level-one teachers, lack of mentoring and resistance to change”. This rural school principal may be on one level resisting change but was also afraid in having things done wrongly, as per his perception, and him being held responsible for the school. The top-down control was seen when they accepted the relief duty more easily from the DP than from any other lower status educator, when the RCL was not given fair say,

when selected teachers were used as Grade supervisors and when duties were dispensed from the principal. Similarly, Khumalo and Grant's (2010) study, reported that teacher leadership was evident in school-wide decision making processes to a lesser degree.

Responses to interview questions also revealed that while half of the teachers in the study recognised the existence of a collaborative culture in schools, the context of leadership was such that many of the 'important' school-wide decision-making remained in the hands of the SMT. I term this distributed leadership as '*controlled distributed leadership*'; due to its existing but in a top down controlled manner. Controlled by the principal and offered at the approval of the principal – thus stifling creative ideas, capacity building, and team building. The deferred and '*controlled distributed leadership*' concurs with the repeated studies of Grant (2008, p. 85) where her study found "that conditions in the schools were not always conducive to authentic collaboration, redistribution of power and teacher leadership". Similar results were discovered through literature (Grant, 2006; Khumalo and Grant, 2010; Muijs and Harris, 2003). While the lack of capacity of the level-one teachers was present at this rural school, the main reason for it not being used fell more on the principal's controlling leadership. Lack of mentoring by upper SMT and HODs was evident at the school. There was a failure to provide specific strategies in uplifting level-one teachers in structured ways as in HOD-teacher meeting, or in Subject Committee Meetings or unstructured meetings that is during casual conversations. This lack of distributed leadership did not help learner discipline.

8.3.7 The School leadership and the use of School Wide Positive Behaviour Support (SWPBS)

Findings reveal that the use of positive discipline strategies was limited to a few teachers. I looked into the prevalence of some remnants of whole school behaviour supports and found no such structure. Durrant's (2010) positive discipline approach comprises firstly, of a focus on the child rights (principles), and secondly explains the educational and pedagogical principles on which the positive discipline approach is based. The second part describes how positive discipline is put into practice. Both work in tandem to develop discipline for life. This is lacking in the rural school. At the rural school, protocol system of cascading the severe cases of indiscipline from teacher to HOD and then to DP and finally to the principal stops at the principal's desk. The severe cases of indiscipline though perceived by the

participant as not serious as in one case of the smoking of cannabis was managed at school with the school structured discipline policy and failed. There was no evidence that the learner was offered any social workers help or psychological help from within the school or from structures outside but linked to the school. Hence the school has no SWPBS to assist the seriously indisciplined child. As Chadsey and Mc Vittie (2006, p. 6) stated the ideal was of having the three components: “school wide”, individual and classroom discipline based on “consistent systems and practices that promote relationships based on dignity and mutual respect” with a link to “family and community”. Such an approach is ideal and in the rural setting difficult to achieve. This often results in the serious cases being subtly or at times subversively handed over to other schools and I call this the ‘*chuck them out syndrome*’ of schools. This occurs because there is no third level of whole school management of discipline.

8.3.8 Special Case of Help in Rural School – ‘War Room’ and Outside Assistance

With the school being in a rural setting and in tribal authority land it was expected that the Zulu chief or his representatives would frequent the school and be an active participant in the education life of the school. This was not the case at this rural school. When investigating the presence of the tribal representatives the teachers reported that they did not see direct representation. One HOD said in the four years she had been at the school she had not once seen any tribal representative present. This was found to be the same in the study of Mthiyane (2014). A new HOD said they did not see any tribal member (Induna or other tribal representative) coming to the school to speak to the learners or teachers or even the SMT. This is how he simply put it:

I haven’t seen Indunas here; since I came here I haven’t seen any (HOD A, HHS).

In the vein of tribal involvement the principal explained the initiative of the Premier, Dr Mkhize who activated the ‘War-room’ (RSA, 2013a). This rural school has its SGB represented at a council meeting called the War Room where the area Induna* and councillor are present. (*Induna is an IsiZulu word loosely meaning a male person in control or in charge of a sector of the Zulu tribe) The principal said that they discuss the challenges and solutions pertaining to the Zulu tribe living in the vicinity of the school and this includes challenges in the school. The principal’s voice on the same matter:

The War-room is the initiative from the premier of KwaZulu-Natal; Dr Mkhize is where the councillors, the Induna and the community members meet to share the problems of the area, affecting the problems of the school.

The principal was quick to add that with the school SGB present they could defend the school if it was besmirched in any way. On analysis of what the principal said it seems that the principal was more concerned upholding the school's name (image) at this structure than anything else. His comments of the War room could have rather centred on its usefulness or successes but this did not come forth.

While the SGB is represented in the War room it does not hear the voices of the learners. The learners' voices are not really heard as their voices are not often considered at the school level as noted above. If the principal, TLO and parents (SGB) do not hear what the learners' needs, debates and thoughts (at school) then the value of the War room is negated. This is compounded if the learners' representatives are not really representing the learners at this structure. Thus the War room loses some of its strength and value. The principal went on to add that the War room was effective in helping this rural school in other aspects for example when water was interrupted. A call to the War Room controllers especially the councillor would result in quick restoration of the water. When questioned on the influence of members of the other community in helping the learners at school the principal commented that health officials and municipality officials did call at school to offer assistance on infrastructure:

“People from the department of health come, even from the municipality officials they do come. At one stage we were visited by all of them with the councillor to talk about these things (Principal, HHS).

The institute of the War room is of value to the tribal area in KwaZulu Natal and to the schools that are within its jurisdiction. The influence of the Induna and in this case the councillor is important for better management of schools and school discipline. It could be made more effective with getting learner input also.

8.3.9 Challenges to Good Discipline at this Rural school and SMT Management thereof

Various challenges affecting the attainment of good discipline are discussed below to show SMT involvement or lack thereof.

8.3.9.1 Heavy Work load for HODs and DP

All the HODs complained that they had too much work especially as they had to teach, supervise, do admin work and control discipline. This statement of HOD C is similar to the sentiments of others, where she explains the lack of time to integrate teaching, admin work, supervising teachers, and dealing with discipline issues:

I don't think it's quite sufficient, I mean the time, the free periods because one, as an HOD you have your own workload to teach. You teach, you have to prepare, then secondly you have to deal with the admin and management of the department and for instance in language department you find that we have to look at isiZulu teachers and English teachers at times so that means if you are looking at about 6/7 teachers....workload is high and the you know, there are things that are expected of you and admin is whereby when a case is brought to you, you have to leave everything aside, help that particular teacher. When a teacher comes to you with a child you have to attend to that teacher, you have to check on their daily preparation what they are doing in class...

This epitomises the pressure put on the SMT with a heavy workload and this affects their effectiveness in managing discipline. While this is the perception of the HODs there was little evidence of creative leadership and management of their departments. Observations and interviews did not indicate creative endeavours in managing their department and thus discipline. Bush et al., (2009, p. 1) stated that in South African rural and township schools, “mostly in disadvantaged contexts, shows that managing teaching and learning are often inadequate, and largely fails to compensate for the social and educational problems facing learners and their communities”. Congruent to my findings, Phorabatho and Mafora’s (2013, p. 617) study also concludes that “findings suggest that teachers’ continuing professional development is ineffectively managed. They say some flawed management practices and systemic barriers that emerged as underlying infective management exist”. The systemic barriers here stem from the lower SES challenges but poor professionalism of the HOD adds to this. This leads to the next paragraph.

8.3.9.2 Learners’ Negative View of Teachers

The mannerism and professionalism of teachers are important to develop good discipline but there is a challenge in this rural school in this regard. Simply said a poor teacher is bound to experience discipline problems. Thus, besides the teachers’ classroom management techniques the teacher-learner relationship, and mannerism and professionalism are also important. Some learners interviewed in all three sets of interviews-learners across the grades - learners in senior grades, and RCL learner leaders - made statements that intimated that they were not satisfied with the level of teaching at the rural school. The general complaints revolved around the method of teaching. Many learners accepted statements made by their colleagues in the focus group discussions that they did not understand some of the teachers.

The other complaint was about some teachers' poor attendance, late arrivals and that learners found it difficult to talk to some teachers. The voices below indicate these issues.

The first two voices of two learners explain the above issues of poor teaching:

Learner: 4 *Other teachers (they) arrive ...but other teachers they are not doing a proper job there are teachers like ...there are teachers like they come in late, open on page something do that activity.*

Learner: 5 *There's no explanation, there's nothing!*

Then learners complained about a teacher's use of improper language in class. They did not like the tone and attitude of the teacher. They thus commented:

Learner: 6 *The language he [a teacher] speaks is not good at all. To us it's not.*

Learner: 7 *He [a teacher] should not speak anyhow to us.*

When I asked the learners if they could attempt talking to the teachers and building rapport they emphatically said it was very difficult to do this. They said the teachers and the principal will not tolerate learners making suggestions or being heard. This how they responded:

Learner: 8 *We can't even talk to the teachers, if we do that it will lead us to go into trouble.*

Learner: 9 *The principal hates a student that...oh Jesus, I don't want to go there.*

The building of rapport, being professional and an able teacher is very important for teachers before they can get learners to listen, be controlled, follow rules and most of all understand reasons for good behaviour. Haynes and Blackwell (2011, p. 251) stated that, "establishing good rapport with your students from day one is important for a number of reasons. First, it prepares for the alignment of a semester in which the standards are clear and the goals take into account learners' perspectives". This was lacking at the rural school and adds to the challenge of discipline.

8.3.9.3 Large classes

The one challenge to good classroom discipline was that some classes had more than 47 learners. This was due to the combining of classes for specific subjects owing to the lack of specialist teachers. Due to there being just one specialist teacher, for example, in Physical Science, some classes were combined resulting in large classes. This affected discipline to an

extent. Strangely the teachers in general did not report large classes as one of the important causes of indiscipline.

The large classes are largely in the HDS (historically disadvantaged school) and often on rural settings. As far back in 2005 the HSRC Report B (2005) found that more African teachers (58%) taught classes of about 46 learners (60% in rural school); while only 27% of white teachers taught such classes; while the latter had an average class size of 21 learners (Masehela,2005). This indicates the vestiges of apartheid where the demographics and social class still relates to geographic areas.

8.3.9.4 Unique Challenge of Smoking Cannabis

The one challenge much talked about was the boys smoking dagga. This occurred and seems to be on going but it is not spoken about by the many teachers. The prevalence of the drug in the home areas makes it a challenge at school. The use of cannabis in some parts of this rural area is rife and accepted. It was intimated that some areas produce the crop in this rural setting. While the principal says he works hard against it some teachers think otherwise. One HOD A commented about the prevalence of cannabis and also believed that the issue was not taken seriously. She commented:

Right, you see, learners smoke dagga in school and it's like the different kind of...acceptance... it's like it is understandable because there's no...(real objection)...the principal knows that it's smoked at home,....their parents or their uncles smoke dagga, it's planted there, but it's not taken as very serious in school.

This HOD believed the principal was soft peddling on the issue of dagga. She believed he should not admit the existence of dagga smoking at home and he should not show tolerance to it. She believed in a definite “no to drugs”. She was adamant that a ‘Zero Tolerance’ approach should be taken and commented that the principal’s acknowledgement of its prevalence at home was not good in curbing this. In this regard she remarked:

Yes, because even in the assembly principal would say, use words like, ‘we know that you do smoke but we appeal that each child reduce’... (HOD A, HHS).

The HOD objected to the approach of the principal yet the HOD failed to bring this up to the principal in the SMT meetings and judging by the leadership stance of the principal it seems most likely due to fear of reprisals. This endemic challenge is a rural setting challenge the

SMT has to deal with by creative means and effective leadership and it was not seen at this rural school.

8.3.9.5 The Unique challenge of Favouritism

One new but senior teacher commented that the teachers are in a double bind in how they discipline learners as he said he disciplined learners all the same way and yet the upper management did seem to favour the son of a councillor. The boy who was just as deviant at times as other learners was not treated severely in the way as other deviant boys were. At this rural school which fall into the jurisdiction of a particular political party and a tribal set, the challenge of any authority figure especially of the political party and of the tribal house would bring problems that could not be managed professionally. It is difficult to categorically say if the SMT and principal were lenient towards the boy in question or favoured him overtly as this piece of information came from a SMT member who was critical of the principal in other spheres of management also. Her perception tends to make her a strict disciplinarian. The HOD A made these statements:

This learner is very naughty, some of us, when others commit same kind of misbehaviour, they sent them home to bring their parents, but with those learners [favoured ones] it doesn't come to that stage....Favouritism Exactly! That worries some teachers, and think that you see, it's fair to treat, to discipline some learners when there are learners that cannot be disciplined who have committed the same misbehaviour.

The belief that the principal was partial even to this SMT member would make collegiality at the school difficult. This 'favouritism' that existed tarnished the image of the principal as leader of the school albeit he professed to uphold the mission statement and goals of the school. In its lowest form this speaks to lack of consistency in discipline and this can make even a good disciplinary code ineffective.

8.3.9.6 Challenges experienced by HODs in implementing Discipline

The common challenge of this rural school to HODs was the difficulty in having their suggestions carried out as the principal was not open to take their suggestions. One HOD commented that the SMT meetings were one sided and were only held for record purposes. Other HODs were afraid to comment directly on the issue of having their views shunned by the principal. On the other hand the principal follows DoE policy in having the basic management of the school according to school structures that is, keeping to proper school

times, having SMT and staff meetings, having a RCL duly constituted and maintaining a controlled testing/ assessment programme.

The protocol/ cascade system of dealing with indisciplined learners is used but the HODs find themselves in a position that is worse than that of the teacher. This is so because they are sent deviant learners and can do little more than talk to them - and this seems not to be working in this rural school. Detention cannot be used due to the transport for learners. The interviewed learners themselves accepted that they as a larger group respond to CP more than having teachers talking to them- hence the dilemma the HODs had was to follow the rural school culture or DoE policy. The section on corporal punishment above expounds on this. Often they (the HODs) resort to more CP by striking learners; on the hand for girls and on the buttocks for boys. HODs also could not call parents without involving the principal to deal with the indiscipline. This would then make him see them (HODs) as incompetent to solve the discipline case. Some of the HODs said this puts them in a 'catch 22' position. Hence the DoE policy of distributed leadership is a challenge in such a school. This transformation aspect is also slow at this rural school. The changes post-1996 that is, the creation of a SMT with distributed leadership does not work if all components especially the principal does not engage in this thinking.

8.3.9.7 Challenge with the Democratisation of the Discipline System Exists

The rural school does not have parent component capacitated in matters of structuring and maintaining the structures for discipline. The SGB did not have the capacity to draw up its COC within policy and with a functioning DC. This made the principal, the main controller of the academic and administrative aspects of the SGB. For example, according to Provincial Notice 10, Amendment to the School's Act 2003 the accused learner has the right to choose one of the five members in the DC and one of the five members of the DC has to be a learner (in a secondary school) (RSA, 2003). Then DC has to be chaired by a parent of the SGB. This as, stated above, did not occur as the principal and two teachers formed the DC in this rural school. The amendments to the Schools Act has made provisions for specific procedures such as the right to question witnesses, protection of witnesses, notifications to be sent as per specified times and an appeal system that when applied drops the proposed sanction. These make setting up the DC and conducting of the tribunal hearing a challenge in the rural setting as not all parents of the SGB are trained or capacitated for this quasi-legal system which is a requirement.

The challenge that comes is in the form of assuming that the children in question have 'normal' families, but this is not the case in the rural school. Many learners come from broken homes and some from child headed households (CHH). The policy of the state while noble and in keeping with international standards failed to see the practical implications for all schools in South Africa especially the rural schools.

The other challenge is that while the serious cases need thoroughness it also needs the sanction to be as close to the 'deviant' event as possible; but the delayed hearing and its days of notifications stipulated makes the gap too long. Teachers believe that the delayed sanction is not always effective. The other challenge comes from the stipulated maximum of five-days. Many of the SMT at the rural school believed that five-day sanction meted out to deviant learners was not effective to the serious offenders. Many teachers commented on the futility of the five day sanction as it gave the learner a legitimate reason to stay away from school which teachers believe should be the opposite.

The next flaw of is the state's policy, while focusing on a just system in trying and sanctioning an accused indisciplined learner, it failed in entrenching policy on developing plans for rehabilitation for the deviant learners. This was evident in the rural school with the serious cases. The tribunal hearing does not work in the rural schools as the state intended. Lack of compulsory counselling was not imposed; and if it was, the rural society was too poor to get professional counselling. Coupled with this was the difficulty to monitor such counselling. Hence, the state's focus only on a five day maximum sanction was ineffective. This made the principal 'force' the parent of the cannabis peddling learner to 'find another school'. If this is the intention of the state's policy then this study is showing that the '*chuck them out syndrome*' for seriously mischievous learners is going to be the order of the day in schools that want such learners sanctioned more severely but cannot due to state policy; or in schools that aim to rehabilitated deviant learners but do not have the power, finance, and time to do so.

Zondi's (2005, p. iv) study also found that "the low levels of literacy amongst parents disadvantage them in terms of their understanding of educational issues and how to perform required tasks, however good cooperation and understanding amongst members supplement the weaknesses of [the] SGB". According to Section 19 of the Schools Act, the provincial

department must offer capacity building programmes for the SGB's (RSA, 1996b). This did not happen at this rural school and the learners are not benefiting from what the state intended by its policies. The head of the SMT, the principal of a rural school, has unique challenges as Samuel (2005, p. 109) Chairperson of the HSRC Report on rural schools states that principals are often "union members but are also the voice of central authority. They have to implement curricula and observe management criteria that are national or regional, but they must also take account of the norms and preferences of local people". The principal did have a challenge with conflicting views of the learners and community on one hand and the DoE policy on the other. Ngcobo and Tiklys' (2010, p. 23) study concluded that leaders have to contend with the "context such as mobilising resource, brokering safety and security, trying to empower parents with ways to support their children's learning and this includes engaging sensitively with a range of cultural values around the purpose of education". This study's finding concurs as there was a challenge to get parents to school and to see the value and purpose of education. The concept of '*absentee parent syndrome*' emerges at the rural school and concurs with literature above.

8.4 CONCLUSION

The data gathered from the SMT with principal, teachers, and learners provide a wealth of knowledge on the administration of the discipline system at the rural school. The perceptions that participants had of the concept 'discipline' as it pertained to school learners were very similar focusing on the "control" aspect. While few believed in moving to a positive discipline stance most were drawn to CP as a major means of discipline as it stemmed from their cultural belief of accepting physical sanctioning. The DoE's policy of positive discipline was lacking. According to "Save the Children", Swedish work book, "positive discipline exists where "Children are able to learn to think for themselves, to have regard for others and to take responsibility for their own actions"; "Education emphasises respect for others, compassion, fairness, equality, non-violent problem-solving and justice"; and "Explanation, training and a search for peaceful solutions are far better options than hitting and humiliation" (Plateau and Muir, 2008, p. 56). This is lacking in the rural school.

The role of the SMT was over-shadowed by the dominant principal who while being authoritarian believed he had the interest of the learners at heart and this was observed as he would go into classes and present moral and motivational lessons to study harder. His stance stifled teacher leadership and made distributed leadership a naught but for a sprinkling of

distributed tasks to senior teachers and HODs who he regarded better for the task. This is referred to as '*closed distributed leadership*'. The HODs and DP (acting HOD) failed to demonstrate any solid use of ATCP or evidence of capacitating their teachers in its use. The policies of the DoE while rudimentary in place offered little voice to learners.

The learners, class monitors, prefect system, and RCL, a source of strength to any discipline system was not utilised to its fullest. Learners were eager to have some say in the affairs of the school but were not. The autocratic principal would do well with keeping the thoughts of Fullan (2001) in mind when he states, "failing to act when the environment around you is radically changing leads to extinction". The context of the rural school offered many challenges to discipline. The parents in this low SES community were bound to their work and failed to develop required ties with the school hence the '*absentee parent syndrome*' emerged. The poor SES led to various challenges in developing better discipline that is, one of self-discipline. The DoE offered little support making transformation difficult. The leadership of the SMT on discipline was challenged by the community values, impracticality of policy, poor infrastructure and the principal's adherence to authoritarian style leadership falsely believing it brought control over learners and staff. As Townshend (1994) said, "understandings need to be made with consideration to local values, perceptions, and realities and learners needs". The poor transport system prevented the use of detention strategies. The cultural acceptance of the use of CP fed and perpetuated the cycle of the African teacher being hit as a child and later hitting as a teacher. This challenged and suppressed the tiny appearances of PDP among a few teachers. The DoE representatives were of no assistance partly due to the schools rural setting- a far away school accessed by dirt roads. The DoE discipline policy failed to address the context of rural schools where parents cannot attend DC hearings and where the five-day suspension only feeds the indisciplined learner with more unsupervised time. The rural context allowed for the acceptance of drugs like cannabis and it proved a challenge at school. To add to the challenge of school context was a larger number of less qualified and poorly skilled teachers. The learners' complaints of weak teachers and poor teaching added to the fold of indiscipline.

CHAPTER NINE

EXPLAINING SCHOOL LEADERSHIP ON LEARNER DISCIPLINE

A COMPARATIVE ANALYSIS AND THESIS BUILDING

9.1 Introduction

Chapters six, seven and eight, presented the data from township school (Ts), sub-urban school (Us) and rural school (Rs). The focus of analysis was on the three main research questions: How do school leaders (SMT) experience, perceive and understand learner discipline. Investigations centre on the following. How do school leaders handle learner discipline, 'Why' do they handle discipline the way they do and how do school leaders manage the challenges in each of these types of schools? The study was based on some premises. I postulated that how school leaders experience, perceive, and understand learner discipline will influence the manner in which they handle learner discipline. In essence I say that as 'schools matter', 'leadership matters' and leadership does influence learner discipline. I postulate that often school leaders are engaged in the day to day administration of the school and lose sight of leading the school to good discipline, that the changes post-1996 have placed challenges for the school leaders and it affects discipline and that the SMT has not fully utilized the capacity of 'teacher leadership' and 'learner leadership'.

This chapter draws similarities and differences across and above the three school types on the three key questions of the research. Thereafter an analysis on various aspects that fall on and intertwine with my theoretical and conceptual frameworks are teased open and these are leadership styles of the SMT and principal focusing on individualism and the principals' visions and drives (deep urges and desires); the play with policy; the themes of discipline - positive discipline practices (PDP); and the school leaders interactions with the key stakeholders in school discipline (learners, parent, SGB, DoE, special structures of society e.g. tribal authority). The central thesis, drawing a thread through the above interactions, is that the role of school leaders on learner discipline is influenced by the synergy and juxtapositioning of principals' vision, values and drives at time incorporating that of the SMT on one hand and the parental-community culture on the other hand. This is of greater influence than that of the schools context.

9.2 Similarities and Differences among the Three types of schools

The three types of schools, township, sub-urban and rural have major difference and yet similarities that place them all firmly as schools in one educational region in KwaZulu-Natal. As far as similarities go the stakeholders in education, learners, teachers, parents and naturally all see them conceptually as ‘school’ - a place where learners come to be taught in a structured manner to a specific set criteria leading progressively to final year of schooling - the matriculation, Senior Certificate year. All have classrooms and a set of teachers and SMT. All follow the public school’s DoE now, Dept. of Basic Education (DBE) policies as promulgated by law following The Constitution of South Africa. During breaks one would observe all learners in their own school uniforms as in any public school in South Africa. All schools have an above the norm matric pass rate (Ts and Us- 85% to 100% and Rs of 85 %) average in last three years. All have fences and a guard at the entrance. In essence they are all ‘schools’.

They differ in many respects and in minor degrees when there is commonality. As per the physical structure the Us and Ts are more aesthetically pleasing with neat flower gardens, paths, catwalks, asphalted car park, neat and clear signage on entry, sports combo-courts, tuck shop, seating benches for learners and well maintained buildings with specialist rooms. The Rs has none of this, but a grassy path in-between the two main buildings. The experience would leave one feeling that the Rs is in a third world country though just 15 km away from the other school in the study. This Rs is a remnant of the apartheid school’s system in the rural areas controlled by the ex-DET. It fills a major role in education in the rural setting catering for the rural people. Educators in the township and sub-urban schools are more senior with an average experience age of 15 plus years while the rotation of teachers at the Rs makes the average years of experience 10 with a large range of 18 years.

More teachers have post-graduate degrees at the township school and sub-urban school as compared to the Rs. The composition in demographics of learners in the Ts is 80% African South Africans (commonly referred to as “black” South Africans) and 20 % Indian South Africans; In the Us it is 99% Indian South Africans and in the Rs there are 100% African South Africans. This is largely due to the vestiges of apartheid as racial communities settle in pre-1994 racially segregated areas and little movement has occurred. They all have duly constituted SGBs with same basic committees in operation. The principals are the key men in the SGBs as all are reliant on the principals’ administration and management of the duties of

the SGB. The most capacitated SGB is of the sub-urban school while the others lack capacity on their role functions. The enrolment is constant in all schools and their PPN (post provisioning norm) is constant. (The PPN is the number of teachers offered by the state to a school depending on the learner population and composition of subjects. Some subjects receiving a smaller teacher-learner ratio). The Ts and Us are self-funded (minimum state assistance) as per Non Section 21 schools of the schools funding policy and collect school fees from learners, while the Rs falls under Section 21 without allocated function 'C' that is, without the function to "pay for services to the school" (Schools Act). According to Government Notice 29179, 31 August 2006- Amended National Norms and Standards for school funding Section 21 C of the Schools Act speaks to the SGB seeking (applying) from the DoE permission to pay for school services. The function of the SGB to "purchase textbooks, educational material or equipment for the school." The former are partly funded as per their quintile ranking (depending on the SES area of the school). As mentioned the sub-urban school has affluent, middle class community and fees are received more than the other schools. The Ts has challenges as the school is rated as one from an affluent area but it is in reality not and thus receives lower state funds than it should get. The curriculum of the Us and Ts display a transformation away from the apartheid structures with Physical science, Information Technology and Engineering Graphics and Design (EGD), and Technical Drawing, while the Rs has introduced Physical Science but has no laboratory. The learner population comes from different communities – the Us is middle class, the Ts is lower SES community, and Rs has the lowest of the SES in South Africa- a rural community under a Zulu Chieftdom rule. In the rural area some have rudimentary houses with electricity, but the majority do not have basic services. The next section answers the first research question with a comparison of the three schools.

9.3 How relevant School Stakeholders' Experience, Perceive and Understand School Discipline?

9.3.1 The Perception of 'Learner discipline'

The conception of discipline runs on a continuum with the aspects of controlling behaviour with punishment on one extreme to developing self discipline on the other, with a mixture in-between. The former is basic, pertains to coercing children to oblige to rules set by someone else, and has a power issue that is, 'to follow or be chastised'. The latter rests on the positive discipline practices (PDP) that learners must be taught respect, shown respect, treated humanely, taught reasoning for rules and the like. This correlates to Mohapi's (2008)

conception of discipline stating discipline is training that develops self-control, character, orderliness, and efficiency. Smith (2006, p 16) supports Holden and Wissow and states that “Discipline is the guidance of children’s moral, emotional and physical development, enabling children to take responsibility for themselves when they are older. UNESCO (2006) report states while punishment is meant to ‘control’ a child’s behaviour, discipline is meant to ‘develop’ a child’s behaviour, especially in matters of conduct. Joubert, De Waal and Rossouw (2004) further put forward that discipline was about behaviour management aimed at encouraging appropriate behaviour and developing self-discipline and self-control in learners. I sought to place this view with that of Smith and Mohapi’s at the desirous ‘top’ of discipline and call it for simplicity of reference as ‘self-discipline’ but by no means do I believe such discipline to be disciplining solely by one’s self.

The township school (Ts) had a unique mix with more of the SMT and some teachers firmly believing in the self-discipline. The majority saw the value of teaching children to understand the consequences of their behaviour and when discussing the central theme of the discipline at the school one sees it to be in sync with this perception of discipline. The sub-urban school (Us) displayed a greater and more robust acceptance and development of the self-discipline. The majority of staff perceived discipline as self-discipline. The principal and DP spearheaded this thinking at this school. This school was a high disciplined school. The rural school (Rs) staff was predominantly absorbed in the concept of discipline as ‘control’ and in failing to succeed with alternatives to corporal punishment (ATCP) indulged in the punitive aspect of disciplining- the use of corporal punishment (CP). The perception of discipline that is held determined the manner in which the policies and strategies on discipline were instituted. This perception of the SMT and teachers had influenced the school discipline policies the most.

9.3.2 The Perceptions on Learner Discipline comparing Pre-democratic and Democratic South Africa

The outcry at most schools is the increased challenge of learner discipline and the lack of success with the alternative to corporal punishment (ATCP). The various handbooks of the DoE on the ATCP techniques have not been fully understood by the majority of teachers. The direct question put to participants was the comparison of learner discipline in the pre- and democratic- period of education in South African schools. All participants in the three school types who had experience in the pre-democracy periods believed that discipline in schools

has worsened in the post-1994/6 period. The teachers of the period were adamant that the discipline post apartheid was due to the changing behaviour of the learners. With regard to indiscipline none commented on the lack of capacity of the teachers but a fair number placed blame on the changing role of the parents also. All teachers saw the state's policy as the major factor in the increased incidence of learner indiscipline. The sub-urban school while not subscribing to CP (corporal punishment) as a disciplining tool had many teachers and all SMT stating that the removal of CP, as a deterrent to indiscipline, had increased indiscipline. The township school teachers firmly held this belief also but more vehemently, blaming the removal of CP as a legal and controlled mechanism to discipline learners. These schools, the township and sub-urban school teachers and SMT saw the euphoric nature of the change from apartheid to a democratic South Africa with the focus on freedom and universal rights as the main factor in making the youth indulge in the activities which under apartheid would have held more serious punitive results.

All participant teachers questioned on this issue of discipline in the pre- and democracy-period of South Africa have the same perception on discipline becoming worse and account it to learners wrongly using their freedom and equality resulting in irresponsible behaviour and disrespect. The fact that the teachers had varied experiences - from different type schools, areas, under different leaders - speaks strongly to the commonality of teachers' perception on the transition to democracy and increased indiscipline. Also many have had experience across school types in the Educational Region of the three case studies and other regions and yet hold the same view that the increase in indiscipline post apartheid came from irresponsible behaviour due to increased freedom and democratisation of discipline.

9.3.3 The Personal perceptions versus the Normative perceptions –South Africa many countries in one

The three schools provided example of their serious and minor misdemeanours that learners engaged in. On analyzing the categorisation of the three school's participants certain trends emerged. Firstly, there are differences in perception of discipline and undisciplined acts and it affected how participants' categorised the acts of indiscipline. While the township school rated their school as having 'average' discipline they did comment on their learners' use of cannabis and the resultant disturbances in class. This misdemeanour in the sub-urban school would be regarded as very serious indiscipline and by inference on how they rated their school I sense they would see this as categorising the township school as a 'poorly'

disciplined school. The categorisation of the rural school as ‘average’ discipline and yet having many participants talk of many learners being disrespectful, smoking cannabis and back chatting teachers, seems not to correspond to the ‘average indiscipline’ perceptions of the sub-urban school participants. By inference the sub-urban school participants would rate such a school as highly undisciplined. The sub-urban school rated themselves as ‘high discipline’ and commented on learners coupling that is, pairing up and walking close together or snuggling in corners in ‘childhood, puppy love’ situations as a ‘serious’ offence. Meanings of discipline and reality is made up in the minds of the perceivers and this eventually led to group meaning emerging in the three schools

One schools ‘serious’ seemed to be another schools ‘average’ indiscipline. This speaks to the interpretivist stance in seeing the perspective of the participants in the environment they are in and it speaks to challenges in DoE policy in providing generic lists of levels of indiscipline. The environment, community’s, learners’ and parents’ cultural thinking all influence the perceptions of what is serious and what is not. Having said this there are some ‘universal don’ts’ across all schools and they centred on the criminality of certain acts e.g. cannabis abuse, fighting and all forms of violence. Nevertheless, here too in the township school one male learner commented that the boys fight but “by Friday they are friends” and thus trivialized the act of violence in school in the eyes of the boys at the township school. By inference such boys would not see fighting in the same way as other schools may and hence not see their behaviour as bad as others may.

While that was the case across school types there were noted perception differences within schools. The SMT especially the principal and DPs had a more global picture of their school discipline. They classified their schools having a wider picture of a variety of schools. Some teachers who coped with indiscipline have blocked out certain acts of indiscipline in class e.g. back-chatting and did not comment on it while the RCL as leaders saw this as poor discipline. This was noted at the township school where the RCL as learner leaders had a higher moral view to acts of indiscipline and showed disapproval of many of their peers acts of disrespect. Their peers rated some acts of indiscipline as being ‘minor’ but the RCL as leaders saw them as poor discipline. Then, within the teachers it was observed that some are ‘zero tolerance’ (ZT) followers and learners adjust to them by strangely behaving better in such teachers’ classes.

The implication is that schools must develop a common discipline theme with all role players understanding what are acts of disrespect, indiscipline, criminality and the like. Then all must understand the consequences thereof. A school ethos must develop and be maintained such that all new comers understand expectations on levels of behaviour and thus fit in or develop over time to fit in. The second implication is that there must be a development towards a South African school culture and not one where sub-urban schools with higher SES groups having one set of norms while another school in the rural area has another, albeit some universal norms exist in texts and open society.

9.3.4 The concept of School Leadership - Principal versus the SMT in relation to Learner Discipline

I focus on the concept of 'school leadership' as perceived by participants and as enacted in reality at the schools. While the designated leaders are the principal, DPs and HODs that make up the SMT, the DoE promulgates teacher leadership as per the seven roles of the teacher (RSA, 2000a). The Task Team Education Management and Development, 1996 speaks of teacher leadership stemming from the aim of developing collegial leadership in school. Teacher leadership is defined as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead (Harris & Lambert, 2003; Grant, 2010). The creation of the SMT has at its core the ideals of collegial leadership and management where the principal assumes the place as CEO and works with a team of leaders (the SMT).

In analysing the three schools the principals at all three schools stood out as the leader and often the only leader of the school- the 'Alpha male' if you will. All the hype of distributed leadership and collegiality goes out the door and could not penetrate it in the 21 years down the road of change in democratic education. The principals had the pulse of the school under their control, knowing when and how to manoeuvre sectors of the SMT and school as a whole. The 'SMT' in essence results in 'the principal and SMT'; while being part of SMT the principal drove the school to the course he chose as per his inner drives and vision. (In these three schools all being male- hence I use the male gender). The transformation into full collegially in leading schools with true distributed leadership was not present in their leadership. The question, is does it really matter in terms of what the essence of the school is aimed to do? No, Not in the schools studied. No, not at all if one goes by the matric pass rate in all schools being over 80%. Leading by principal (largely by one individual) or by the

SMT made no real difference in so far as what the South African government education department sees as ‘school success’ (that is matriculation pass rates).

All principals did not follow the ‘pure’ collegial stance as seen later, suffice to say the state’s intention to develop a team of managers is far from reality and this is largely due to the accountability falling directly on the principal. One major factor was the belief of the principals that the outcomes for the school (academic or extra-curricular) would best be attained if controlled from top. Thus, all matters relating to learner discipline were clouded by the principal directing and redirecting ‘all things discipline’. The SMT only fitted into the school structures often created by past principals and at times amended by new principals as time passed.

The principals in the study all came with their own desires that turned into visions and drives which motivated them to lead in particular ways. Getting all the teachers to share the principal’s vision or the vision of the school was limited at HHS but all schools shared the desire for higher percentage of matric passes. Team work was varied and restricted to the principal’s vision, drives and desires. The need for a more collegial and transparent leadership was observed as per state policy in democratic South Africa. This correlates to literature with Fullan (2013) saying that very closely tied to those changes is the move toward a more transparent, collaborative, whole-system focused approach. Fullan speaks of better change if teachers have clarity in the school’s vision and clarity of their role in it. This is supported by Leithwood, (2005); Leithwood and Jantzi (2009a).

9.4 The SMT’s Management of Learner Discipline in the Classroom

Since the SMT has to manage all aspects of the school life I chose to divide the control of learner discipline into the role of the SMT in the classroom and outside the classroom. This section focuses on in the classroom.

9.4.1 The SMT and the use of DoE policies on safety and discipline

The four important aspects that the DoE and legislation asks for will be analysed herein to explain the stories around the implementation and use of these discipline related policies. They are the COC, the SSC, ILST and the use of the RCL in learner discipline. The COC is a set legal requirement as per the Schools Act, Section 8. All three schools studied had their COC duly drawn up by the school and sanctioned by the SBG. The COC was to be a document worked-through thoroughly by the parents, learners and teachers that is; it must

have the pulse of the community in which the school is. The culture, the needs and wants are moulded into and meant to be developed by this Code. Hence, the parents should be integrally involved in this document. What was found was that the COC's that existed in the three schools were initially drawn up by the previous school administrators using samples and then expanded on. The community thinking and drives were lost; hence the ownership of the COC is foreign to the parent community to an extent. The original SGBs attached signatures to the COC drawn by teachers and academics that is, the generic document. All had COCs that were largely on the same lines with aspects such as dress code, times, expected behaviour and misdemeanours with sanctions. They bore minor changes and individuality.

As a critique, while all three schools have a COC, they all show a lack of regular revision of the document. The sub-urban and township schools were progressive in that they got the COC revamped to an extent to fit into the changing times. The sub-urban school (Us) spent many days in formal staff meeting to bring it to the present times, including protocol on absence and the cell phone policy. There was some consensus in the school and such a COC was more workable and found to contribute to the good discipline at the sub-urban school. Though the sub-urban school spent many days reviewing the COC in formal meetings it faltered in only getting input from the selected learner representatives at the SGB sitting. The COC in the rural school (Rs) was thrust upon the learners and with their inputs rebuffed. They could do little. The Ts too revised the COC to a limited extent as teachers made most of the input. Preble and Gordon (2011) propose stages in school transformation with 'Stage Two' being "Thinking together." With this not fully in place the stages that follow falter, hence the entire back bone, the base on which the superstructure of the 'school' and school discipline rests becomes weak. The subtle and minimal input of the RCL in the Ts and Us did assist to a limited extent. This was missing in the Ts and Us; but in the Rs there was none at all. Much of the lack of consultation was due to principals' view of collegial leadership. This also relates to the limited role the RCL played in the three schools above; more will be elucidated below. The use of the COC in discipline procedure will be discussed below.

Running hand in hand with the COC is the school's Safety and Security Committee (SSC) which comes from the premise that a school with good discipline will promote a safe school and vice versa. This is largely 'lost' in all three schools. It either only exists on paper or never at all. The SSC is also part of the Safe Schools project launched by the late Minister of

Education, Kader Asmal with the Tirisano Project in the early democracy period. The ideal was to have a network with the community to keep schools safe. This ideal has not borne fruit it seems when studying the three diverse research schools. All three schools upper SMT had some knowledge of the SSC in place but could not say much about it because it lacked effective functioning.

Conclusions reached are that this discipline body is not given the same attention by the school leaders and DoE officials as was the COC. Had the DoE officials insisted on its functioning I believe it would have been created and maintained as in the case of the COC. Nevertheless, the schools worked around it (or around its role function) as the schools used other methods to maintain school safety. This was often carried out by structures put in place by the SMT (physical deterrents e.g. gates and fences) and aspects such as ground duty for teachers, RCL used as ground monitors or roving guards used. Data reveals that DoE discipline structures may not be needed as the function may be fulfilled in other creative means.

The Bill of Rights of the Constitution Sections 10, 12, 24 all make it the duty of the school being part of a state institution to provide safety and security for the child and it stems from the ratification of the UNCRC that speaks to child safety and security (RSA, 1996a). In essence the schools believed that it could provide safety for the child without the SSC, but in doing so left out the community and a chance for community cohesion. While this may be the case in the sub-urban school the Ts and Rs failed to get parental involvement and this is possibly the other reason for its defunct existence – that is, it exists on paper only. In essence the function of the state's SSC was carried out by the SMT and hence shelved as a structure. This speaks to leadership being rational and functional.

State policy calls for each school to have an Institute Level Support Team (ILST) to assist learners in need as per Education White paper 6. All schools are to have a committee made up of teachers, SMT, parents and community members to assist children in need in a well structured manner. Often learners in need of academic support indulge in mischievous behaviour and need support. The sub-urban school and township school had the ILST on paper only. The Ts had an ILST and the committee met to assist learner albeit infrequently. The Rs did not have this committee though there was a need for it at the Rs school. Once again the lack of knowledge or the lack of pressure from the DoE Representatives (SEMs/

CESSs) from above allowed this to occur. Children in need of support due to barriers to learning are more prone to indiscipline and having this committee would have assisted such children. The question is, are schools engaging in activities that fulfil the function of the ILST? Not in the structured manner it is meant to be done that is, the children in special need of care and help, in cases of serious deviance, have no structured help. This often leads to crises in school discipline when learners of special needs are involved. Schools also did not show any other substitute structure that they created having similar functions as the ILST as being partly autonomous such creativity would speak to effective leadership.

The creation of the RCL is mandatory in a school with Grade 8 learners upwards as per Schools Act, Section 11 (RSA, 1996b). All three schools SMTs created their RCL body with learners voting for their chosen representatives that is, one or two representatives per class. This group made up the RCL and they chose representatives to sit in the full SGB. The problems came in twofold: firstly the RCL's were not effectively trained, and managed. This was found to be more prevalent in the township and rural schools. Secondly, they were not fully consulted on school matters before implementation at school. The RCL were not used to the fullest in the classroom management. None of the schools had a solid programme training them to lead in the classroom and to assist in discipline. Bearing in mind they were voted in largely by a popular vote in each class they were found to favour their peers than to comply with school administration. More on the RCL is address later in section on 'How the SMT led and managed key stakeholders at school'.

9.4.2 The Role of the SMT in Classroom Management

The management of discipline could be viewed as in two broad zones: classroom management and discipline outside the classroom. The aspects of 'controlling behaviour' to allow good behaviour and curb poor behaviour are the basic levels of school discipline. The development of 'self- discipline' is the higher level of school discipline. The control aspect is basic as it focuses on the teachers using rules and other methods, verbal, nonverbal and physical, to make learners oblige. The 'self-discipline' occurs when the learner is moulded by the teaching of moral behaviour, with the ultimate goal being to behave in a manner that is socially accepted in our modern industrial society.

All schools had the protocol-cascade system where the HOD's are given one or two grades to manage. Each HOD was allocated a grade or two to administer and manage aspects such as

classification, attendance, absence, school fees, discipline and other pastoral matters. While this was common in all three schools some differences existed. Teachers are to manage the class and discipline therein; and when they failed with a learner the case was cascaded to the HOD in charge and then to the DP and finally the principal. The township and sub-urban schools had a primary school and high school division with two DPs in charge, one for each sector. The Rs principal co-opted three senior teachers to assist the other three HODs. The initial thought was that the principal's intention was capacity building but on deeper prodding he was of the opinion that he needed more personnel to assist him in administering the school and ferry information to the teachers. This model is common in the Education Region where the three schools are in, hence its presence. I saw no creative regrouping or special plans in discipline offered by any HOD in any school. (In some ex Model C schools other systems such as pastoral care by HODs run across the grades where one HOD manages for example all the first division classes e.g. 8A, 9A and so on. This allows for the SMT having the pulse of a cross section of the school and allows for variety of management). The HODs as leaders have not developed their unique touch on discipline. None of the three schools' HODs offered their teachers in the grade of control and in their subject/phase of control any discipline protocol to follow. Little to no knowledge building occurred on the part of the HODs with regard to discipline - either theories, methods in vogue, new trends, team management or any other. HODs are focused on the teaching and curriculum coverage hence the daily school activities. They fail in leading and managing school discipline in creative ways. The postulation that they are busy with the 'nuts and bolts' of the school that is, general school activities that they forget to lead discipline was founded.

The management of the classroom in all three schools are left to the school teacher except for the Ts where the principal directly offering a protocol for classroom management. The three school principals and DPs believed that the teachers were professionally qualified to manage the classroom. The report of indiscipline in the classroom though infrequent in some schools was not sufficient for principals to see that they needed more creative ways to "develop people" as Leithwood and Riehl (2005) believe is one of the four core aspects for success in leadership. The moral desire to change the behaviour of the learner for the better seemed to be extended by the hands of the Ts principal and his DP; as he apart from the other principals had provided a classroom protocol of behaviour for the school. The Ts principal and Us principal did initiate strategies to help in classroom management such as changing from

moving classes to room-based classes, use of monitors, peer-leaders and insisting on corridor/learner pass.

A critique was that the three schools' SMT, including principals allowed the teachers to have their own classroom rules. The Ts had a two day workshop on discipline presented by Boys and Girls Town South Africa which advocates a set classroom rule for the entire school and yet they chose otherwise. The literature speaks to both ideas as of worth. The idea of learners developing their own rules in class gives ownership and accountability. On the other hand when a school has a set body of rules throughout all classes then there is standardisation and it allows for consistency and lacks ambiguity of expectation (Boys Town handbook). Evidence from the Us teachers showed that they used unique methods in classroom management at the school and all followed a serious business-like approach to teaching. The high level of professionalism shown by many teachers in the Us and the various techniques used in class and the high discipline it brought indicates that a more professional and highly skilled and capacitated teacher in the classroom would exhibit better classroom management. The intense mutual respect exhibited between teachers and the learners at the Us as voiced by both sectors (learners and teachers) indicate that such a school atmosphere assists in better disciplined schools.

In essence while it was clear the more professionally capacitated the staff or the more 'with it' the staff was in disciplining learners, the better the discipline. The HODs in all schools have not fulfilled their role in capacitating the teachers under their wing. None of them indicated personal input such as information dispensation, workshops or micro lessons in developing better discipline. They relied on the principal and DPs (upper management) to take the lead in discipline. The HODs would nevertheless oblige in managing the process set but leading discipline was lost in the day-to-day administrating of the school.

9.5 The Role of the SMT to Leading and Managing General School Discipline

The other aspect of the SMT focus as mentioned above is the control of learner discipline outside the school room and it is referred to as 'general school discipline'. The issue of discipline in the classroom and outside may be superficial but makes for writing purposes.

9.5.1 Outside the classroom Discipline policy, Structure and Monitoring

SMTs' vague discipline procedures: As stated each HOD managed all pastoral and school care of a particular grade. This included discipline matter. The learners who were caught on the grounds committing a discipline offence were sent to the grade HODs. The lack of HOD creativity was seen as the HODs in all schools simply used the talk and counsel method of trying to get the child to oblige the teacher. There were no unique methods or theories of discipline used. Nor were there creative structures instituted by HODs. They simply went with the process of rating the offence and instituted a sanction – often a set number of days of suspension which the principal eventually sanctioned. This was out of DoE policy. Often the same learners returned with the same complaints from the teachers, and the HODs failed to see that they needed a change in strategy, new knowledge on discipline and personal professional development. This points to the failure of the SMT to implement a whole school discipline policy such as SWPBS where the chronic deviant is ‘treated’ or helped to develop self-discipline in a structured manner. Literature corresponds to this finding (Chadsey & McVittie, 2006; Horner et al., 2000; Sugai & Horner, 2002, 2006; and McVittie, 2003).

A specific unifying discipline structure: The leadership of the Ts and Us schools as led by the principals and DPs to a large extent presented more structures and techniques to assist in prevention and control of indiscipline and development of discipline. The Ts had a sound discipline structure of the demerit system with detention as the first round of sanctioning. The Us used the cascade model that was helped by a school counsellor with a Psychology degree (paid by the SGB). The demerit system in the Ts gives the teachers some structure to cling onto as the system was well spelt-out and known to all teachers and learners. They all know what to expect from any particular infringement of the COC. Any learner who default the COC got demerit points and if added up to 50 points he/she got detention on a Wednesday afternoon. This was the brainchild of a teacher whose idea was accepted and implemented by the principal, SMT and staff indicating a semblance of distributed leadership.

School counsellor: The Us SMT pushing for the counsellor to be financed by the SGB allowed for the school solidifying its high discipline school status. The counsellor presented a workshop on discipline and teachers were happy with the information and growth of the presentation. The serious cases are professionally managed by the counsellor and it allowed for efficient control of repeat cases and appropriate feedback. The heavy work load of the SMT was alleviated by the use of the counsellor. Finance was the conditioning factor here as

in this town the general payment of school fees by parents ranged from 40% to approximately 60% of the total expected fees, hence many things budgeted for at school were not fulfilled due to lack of finance for payments towards basic expenditures (water, electricity and cleaning personnel). All three principals aired their intense negative view of how the state had rescinded on its duty to provide proper schooling with adequate funding.

Control structures: All schools had a control for late coming of learners, relief teachers for absent teachers and guards at the front gate for control and safety, and ground duty systems. The Ts showed a great adherence to the positive behaviour practices as the DP in charge used tact and diplomacy in finding out the serious and legitimate cases and gave them reprieve while chronic latecomers got detention. His uses of positive discipline practices (PDP) were evident and they worked. The Rs fell short here as the method of dealing with latecomers was a cane hit on the hand for girls and on the buttocks for boys. This is discussed under PDP below and on CP above. In terms of relief teaching, the Us school principal and SMT implemented an excellent idea of employing ex-teachers to fill in as relief teachers hence giving the teachers more time to do administration work. Once again finances of the school dictate use of monies for discipline. The Ts and Us schools used a credit and debit system to curb the extremes of teacher absence. It works as the staffs were party to discussion thereon and accepted it. Hence teachers who absented themselves frequently did more relief.

Monitoring the grounds: In terms of the school guards the Us used one at the gate and one as a roving guard who walked around the school making sure that all was well. This was reported by teachers to have helped in absconding and preventing learners coupling. The efficacy of the guard largely is accounted to the direction given by the SMT and DPs in charge. In terms of the ground duty all schools had a roster of teachers on duty for part of the learner break where they monitored the learners. This always was a standard at schools but the Rs learners reported that they usually saw the HODs on duty and not the teachers indicating a few things which were not all easy to confirm. (a) At this school (Rs) the HODs were obliging to fulfil the school polices (including ground duty) due to the autocratic principal hence more of their presence. (2) HODs by virtue of being in charge of other teachers did not want to be seen as harsh controllers of those teachers and in the process failed the school. (C) With the Rs principal being authoritarian HODs made sure the school was monitored even if they had to do it. There was a feeling that at the Rs HODs did not want to be alienated from the teachers and one way was to do the duty even if it meant doing it

themselves. This stems from poor leadership as the principal needed to give direction on core teachers duties, regarding discipline and safety at the school, and no one should be above this. The ideal of ‘setting directions and developing people’ of Leithwood and Jantzi (2007) was lacking.

As noted above, the lack of committees to fulfil the functions of the SSC and ILST since these bodies are either on paper or nonexistent as in the Rs, it leaves a void which if filled would assist in better discipline. This does not mean that the state’s set structures are of value but it means that their absence was felt in schools which did not fulfil these structure’s functions by other means. That is having nothing is in place to cover for this left a void.

9.5.2 Building a Positive School Ethos

Aesthetics on school ethos: When one walks into the Ts and Us one gets an impression that work is going on, the atmosphere is quiet, building and grounds neat and pathways and gardens well groomed and this sight with the school name and conditions of entry sets the school ethos in physical terms for good discipline. These schools are places any child will be proud to say ‘this is my school’ as learners have a neat pleasant environment with benches to sit on and combo-courts and grounds to play on. A question that arises is, are these the vestiges of apartheid or indication of varied leadership and management practices on the plant? One view is certain that leadership can influence the condition of the environment. This was lacking in the Rs. It takes a few packets of lawn seed, water and a lawn mower to create a garden for learners. Researchers found the aesthetics of a school correlate positively to good discipline as was found in the South African study of Nthebe (2006) and supported by Preble and Gordon (2011). This study confirms this.

Vision of the school: The school ethos that spoke of good academic results, top sporting achievements and good discipline was set in the Ts and Us by the school leadership. This was led by the principal and followed by the rest of the SMT but the vision of the school was well understood by all staff including the non teaching staff. They did this through expectations spelled out clearly to all at school including the learners. Learners knew what was acceptable and what was not; and they knew the consequences hence learners at the Us said that they knew how to behave as it was groomed into them from the primary phase of school. These schools had strict policies and the Us followed a zero tolerance (ZT) policy in discipline which worked well as it was accompanied with PDP. The Rs principal too had a vision for his

school but his influence did not reach all teachers and learners. The Rs principal definitely wanted the best if not 100% pass rate and was hard on indiscipline but his vision was not bought by the others.

Relationship building: The striving was lost in personal input on learner discipline rather than developing a bond with the learners and winning them over. As Fullan (2002) spoke repeatedly of the good leader developing: “relationships, relationships, relationships”. The other school principals and DPs and many of those HODs interviewed spoke of various ways in which they built rapport with the learners including showing respect and this developed mutual respect. Learners at the Us were proud of saying they could negotiate with their teachers on due days for assignments and they had a healthy, open and understanding professional relationship. This developed bonds and in such a relationship learners felt it difficult to be mischievous. Various scholarly articles and papers on discipline recurrently highlight the importance of strong relationship between maintaining discipline in classrooms and instilling certain values as is present in the sub-urban school (Bickmore, 2011; De Klerk & Rens, 2003; Fullan, 2001; Masitsa, 2008).

Known discipline structures: The Us use of known expectations of behaviour, and zero-tolerance policy to discipline worked well at the school. Learners entering the school already knew that the school expected good behaviour or the sanctions are severe. Many felt obliged to behave in a manner befitting the school. The known expectation also existed in the Ts where the learners knew that a particular misbehaviour would result in so many demerit points and may lead to detention or serious offences may lead to suspension. They also knew that at times the irate teacher may choose to demerit a learner and send the learner to stand at the door hoping the principal saw the learner and this was real trouble for the learner as the principal regarded disturbance of any lesson as a serious offence and the sanctions were then very heavy. The Rs learners did have a vague idea that misbehaviour would lead to punishment but it was varied from teacher to teacher. The Rs learners did know their misdemeanours would receive them some form of CP and often it was a caning. Similar to literature, this finding did not help the child in developing self-discipline and often the misdemeanour was repeated keeping the cycle continuing as noted by various commentators and researchers (Coombs-Richardson and Meisgeier, 2003; Cotton, 2001; Lappert, 2012; Msani, 2007; Narain, 2007; Van der Westhuizen and Maree, 2009). As a ‘support’ for this school it is observed that various authors and researchers found that the challenge persists as

the parents especially of African cultural homes accepted and used CP at home (Cherain, 2008; Luggya, 2004; Mdabe, 2005; Mkhize, 2008; Morrell, 2001a; Msani, 2007).

Consistency: Coupled with the issues of zero tolerance and learners knowing what to expect at their school is the concept of consistency. Schools that had a consistent approach to indiscipline had better discipline as found in the Us and Ts to an extent. Learners had known that their deviant behaviour would result in this particular path and it offered a deterrent. Also they knew that they could not take a chance as at any-time any teacher would apply the set sanction. On the other hand, it also gave learners solace that their sanctions were not unjustly set on them only as the sanctions were pre-set as per COC. This master planning (of the demerit-detention system and zero tolerance) of the SMTs showed progressive leading albeit it was that of the selected few leaders therein. ‘Redesigning the organisation’ often came from top down, and was done to improve discipline. As Leithwood and Riehl (2005) expound that ‘redesigning the organisation’ and ‘managing the instructional programme’ are two of the four core sets for successful leadership. Here the transformational leaders redesigned the organisation and they went about managing it for better academic success as seen in the Us and Ts.

Morning briefings and motivation: The transformational leadership of the Ts and Us was noted when the principals made every attempt to lead their learners into a path of developing self-discipline and set up strategies and managed them well. The Ts principal would start his day with a ‘morning briefing’ to the staff and this helped in discipline as all staff members knew how the day would unfold and be prepared. One example I witnessed was the day when a visiting school came to play games at tournament level at the township school. The briefing by the principal left all staff capacitated in managing the day. To capacitate his teachers he prints articles and pieces of information and supplies his teachers. One topical piece was on cyber-bullying and rape. He always engaged his school in all pro-social town and national activities – for example, ‘16 days of activism against women’, children’s week, and democracy week. He had invited the SAPS and a motivational speaker to capacitate learners on moral behaviour. Learners report that he and this SMT and many teachers use the relief periods to do moral education on human values with them. The similar leadership activities were seen in the Us. The ‘setting of direction’ was seen in progressive leadership.

Charisma and “Idealised influence”: The Rs principal too was observed engaging in moral and careers education in a grade 12 class. Learners did report that a few teachers did a lot of moralising and ‘right living’ type lessons when on relief. This was not the general norm though. I deduced the principals good intentions were there but his transformational leadership fell short as Bass and Steidlmeier (1999) speak of ‘idealised influence’ and “inspirational motivation” as essential. This is where I believe the Rs principal fell short. The ideal of being the charismatic leaders seems to stem from one’s personality. He had morally unrighteous principles but did not have the ability to win over his staff and convince them into a shared vision and shared ways to attain it. He was a believer in making all his learners achieve the best in academics and become successful citizens as gathered by his conversations and interactions with classes but he could not lead by influencing his staff into a cohesive unit with the same direction. This coupled with the school setting and all it brought with the lower SES groups challenges placed undue negativism on this trying principal.

9.5.3 Corporal Punishment (CP) and Alternatives to Corporal Punishment (ATCP) as a persistent bug in Teachers’ Thoughts and Action

With CP being banned in 1996 with the Schools Act, Section 10 one finds the persistence of this old and punitive method of disciplining learners continuing (RSA, 1996b). Why? I first explain when and possible reasons why CP is used, how school types and cultures influence thoughts and action on CP and how individual variance affects the use of CP, 21 years into democracy.

Corporal punishment as a method to discipline learners was present in two of the three case studies (schools) studied. While not prevalent in the Us senior teachers there had perceptions of the value of CP. The sub-urban school had a stance of using PDP that went against the grain of the use of any form of CP or any harsh action on the learner. The Us from top down to the non educator staff, engage with learners, following positive discipline practice (PDP) but on finding out the teachers’ perception of the indiscipline post-1996 the teachers believed that one possible reason for increased indiscipline in schools in general was the removal of CP. A majority of teachers and leaders in all cases believed the increase of indiscipline post-1996 lay in the removal of CP and the fact that learners had too much freedom and rights which they abused to engage in acts of indiscipline.

Also the DP of the sub-urban school in interview did mention he, as the rest of the staff never use CP but said if a boy is violent on a girl he would not hesitate to use CP on him. A female teacher who was from the Rs, who did not like using CP, also said the very same thing. There appears to be a justification for the use of CP on perpetrators of violence. The reason given was based on retributive justice and lacked logic as children learn that violence is the answer even if used once to punish a violent act (Duran, 2010).

In the Rs the use of CP is the standing theme of discipline. The sight of seeing a young female teacher leaving the staffroom only to return to fetch her thin tree twig, called a “stick” at the school was a sight to introspect on. She in a nonchalant manner picked up the stick put it together with her books and marched off to the classroom as if it was an instrument without which teaching could not take place. Chapter Eight expounds at length with the voices of the teachers indicating that CP is common practice.

The burning question is why is this so? The answer emerging from this study is multiple. Firstly: The ‘*absentee parent syndrome*’ is one explanation for the use of CP. The common answer that comes from the teachers and SMT is that they talk to the learners but it does not work, so they aim to elicit the help of the parent, but it is not forth coming. Thus the teachers who do get parents into school on discipline cases find that the parents were more upset in being inconvenienced in being called to school and many gave the teachers the permission to hit their children. Parents in this lower SES community work far away and often come home on a weekly or monthly basis resulting in the “absentee parent syndrome” and CHH. Some parents hit the children, in the school, in the presence of the teachers. Then according to the principal some parents were afraid of their own children and exhibited it in his presence. Hence the staff over the years took on the role of parenting. They at the Rs did as they witnessed the parents of the learners do that is, use CP on the children. Hence I call it ‘parent sanctioned corporal punishment’. Secondly, CP is used as “*quick fix*” to get the class quiet and start the lesson; or hit the child who did not do homework and get on with the day’s work. This quick fix to get on the work at hand negates the rehabilitating of the child which is the key to discipline. Many see the use of ATCP as too time consuming and the cycle of indiscipline continues.

Thirdly, the learners of the African descent group (as in the Ts and Us) accepted the CP as a culturally accepted method to discipline African children. The idea that emerges is that such

learners accept the CP as the African way of life as they experienced this at home from early childhood. Many would not therefore complain to teachers using CP. Nevertheless, the writing is on the wall that while children in the African cultural group may overtly accept CP, all do not like it and many want change and the SMT and teachers are grappling with the ambivalent want of change. One of the major shortfalls of the rural school is the refusal to adapt to change. The one shortfall is not ‘including all voices’ as postulated by researchers and writers Fullan (2001), Magadla (2008); Preble and Gordon (2011); Reyneke (2003) and Subbiah (2004). The principal and SMT have lost the connection with their learners. The voices of the learners are effectively silenced on two levels- subtly in the SGB meeting and overtly on the school campus. The Rs learners had no opportunity to question anything the ‘office’ did as one ‘outsider’ (learner who had schooled in a town school) questioned, while in a group interview, why the CP was enforced at the Rs.

Fourthly, learners (especially younger ones) acceptance of the ruling of an elder in the community builds a cultural acceptance of obeying the elderly even if CP is used. The teachers were thus viewed as the “elder” and hence obeyed. Fifthly, the lack of knowledge, professionalism, and poor school leadership often perpetuates CP. The analysis of all the SMT members of the Rs, three teachers and many learners interviewed indicated that the rural school teacher simply did not know or understand that there are many ATPs besides detention and cleaning the school verandas. Some resorted to passing the buck to the principal by instructing learners to stand at the door so the principal sees them and metes out punishment. The teachers believed in talking to the learners first but then resorted to the stick with no other strategy of ATP used or attempted. The SMT also did not have documented proof of any effort to capacitate their teachers in their department on the various alternative techniques, the use of peer support or mentoring. Then some African teachers indicated that they came from CP- schools as saw no harm in the use of CP. This cyclic socialisation is holding on.

The literature correlates the above that CP persists in African cultural homes (Cherain, 2008; Luggya, 2004; Mdabe, 2005; Morrell, 2001a; Mkhize, 2008; Msani, 2007). The end to the use of CP, reasons for and deep cultural thinking will continue if there is little push for change away from CP in the home setting. Discussion moves to school leaders’ relationship with various stakeholders and how these relationships affect learner discipline

9.6 School leaders – Stakeholders relationship and learner discipline

Learner leaders (RCL, Prefects), parents, SGB (parent governors) and DoE are the stakeholder studied and discussed across the three school types.

The role of the SMT in their relationship with various stakeholders in the school on learner discipline is analysed in the three case studies to show their leadership and managerial skills and unearth new knowledge. In grappling with laws, regulations and policy in post apartheid 1994 South Africa school leaders were challenged with the same in learner discipline, as Christie (2007, p. 280) says “that policy has its limits as an explanatory discourse and as a tool for change - a point which applies also to governmentality”. She also speaks of the “gap between policy and implementation” (Christie, 2007, p. 280). School leaders do find challenges here.

9.6.1 SMT Managing Learner Leaders with regard to Discipline

The three schools had RCLs created according to the regulations and procedures and as stipulated by the Schools Act. The learners in Grades 8 and above were used in the creation of the RCLs. The complete process with voting was used and each class had a representative or two in the RCL (committee). For all schools two members were selected by learners to sit in the SGB and in effect had governing powers with full voting rights. The problem came thereafter as all schools were happy in presenting a list of names of RCL members and showing the constitution but in reality these learners were not initially counselled into what the school expected of them. In all three schools very little was done thereafter to help capacitate them into being good leaders as these are mere 13-year to 17- year olds have limited knowledge and no training in being a leader. RCL learners were used in the school to replace the duty performed by the prefects in the Ts and Rs but their presence was limited and learners reported that they did not report misdemeanours, stop or attempt to stop misdemeanours and often favoured their class friends when on playground. Some were accused of even breaking the school rules and often little was done to them. In the Ts school where the boys did get violent the RCL having being popularly chosen were all not effective maintainers and upholders of the school COC. All schools had a COC but the input in tabling amendments to the COC did not see the RCL fully involved except for the Us where the RCL as a group made an input.

In all three schools RCL representatives reported that the RCL as a group did not meet as scheduled and very few attended when it met. Also they met to dispense information and seldom to debate and grapple with school management or governance issues affecting learners. Their concerns were often rebuffed by the upper administration or TLO even before the matter was tabled for discussion. None of the school RCLs' said they were asked to add to the agenda of the SGB meetings before the meeting. One powerful concern in the Rs was that girls wanted to wear long pants in the cold winters noting the school environment and tabled the concern only to have the principal and upper SMT shut the matter out. Also the rural school challenges often did not allow learners to independently attend SGB meetings at odd hours. The transport was a challenge as no buses came in after school hours. They also found it a challenge if ever to speak their minds at a meeting knowing they were getting a lift home with the same people they were debating with. Even when they were able to attend a SGB meeting and tabled their views they found that their concerns were heard formally but the outcomes often favoured what the school administration that is, the SMT wanted.

Other researchers like Mathe, (2008) and Joorst (2007) found that the learners were not given true representation in school matters. Mncube's (2008, p.77) findings suggested "that spaces should be created for learners to participate sufficiently in SGBs in order to allow them to exercise their right to participation, thus engaging fruitfully in deliberations dealing with school governance". As Strauss' (2006, p. ii) study found that, "The pupils came out strongly in support of collaborative rule-making and were keen to have an input into the school's disciplinary structures". This ideal of collaboration is also strongly held by Preble and Gordon (2011) in transforming schools. Often this does not occur. Once again the SMT seemed to be happy that the RCL existed but they did not engage in making that structure work in enhancing discipline. There is a dire need for appropriate leadership training for all RCL, and capacitating workshops on how to manage the RCL for the TLO and SMT. Literature correlates with this finding as Subbiah's (2004) study found that the learners had various challenges in them attaining capacity to fulfil their RCL role. He recommended training of learners for their RCL task and training the TLO, principal, senior management, educators to help the RCL fulfil their role.

The literature states that the RCL do not know their role function in the school governance, felt they were not listened to (due to societal- cultural beliefs of the child to be subservient), and deprived of a voice by the timing of SGB meetings (Magadla, 2007). Magadla (2007, p.

42) makes a potent statement stating that, “democracy has not been achieved as expected this is evidenced by the silent voices of learners. Power relations suggested that school governance is still dominated by adults”. Subbiah (2004, p. 124) adds that government while wanting learner participation as part of democratisation offers insufficient guidelines, support and training in this area. These issues around the RCL correlated most to the rural school in the study, with the township and sub-urban schools also falling short.

9.6.2 SMT and their Relationship to Parents with Discipline Outcomes

The parents of the three schools were different due to the SES and all the baggage it carried. All principals were concerned in getting full parent participation in school but were met with differing levels of commitment. The Us had a largely educated middle class lot of parents and they were very concerned with the standards of the school teaching, sporting, co- and extra-curricular activities. Parents took umbrage if their children were not chosen as prefects and they raised queries. Parents would check levels of work of their children and query with teachers. The intense parental input and the manner of being critical and perpetual checking has contributed to making this school run strictly on DoE principles and policies. The principal, DPs, HODs and teachers in separate interviews mentioned something of the critical nature of the community. The school leadership led the school with this in mind regarding its discipline policy, structures and practices. The parent- teacher meetings of all grades and particular one with Grade-9 (course selection) and Grade- 12 (career planning) allowed for contact and rapport. The use of the SMS packages to inform parents of school events was an effective method to get communications open. The principal had an open door policy to parents. The parent governors often come to school as they please (often unannounced) and the SMT had a good working relationship with them.

The Ts and the Rs have a challenge as the parents of their schools are from the lower SES group and it bring the challenges associated with poverty, working on the bread line, unemployment, and social evils of their communities. First, they often do not come to school when called to address their child’s discipline charge and I coin the term ‘*absentee parent syndrome*’ to encapsulate this phenomenon. They may come when their employer allowed them to leave but often too late for effective disciplining. Second, they find it difficult to attend school meetings often due to work commitment and also lack of transport. Third, often the personal commitment and input made on their child’s education is minimal. Some participants reported that their parents or aunts scold them when they sit to read; often asking

them to do some household chores. The Rs has implemented some strategies to get parents to school. They (a) give the school report only to parents; (b) when they meet with a relative in the case of parents being away on work commitment they refer to the person's identity document; (c) they send deviant learners home only to return with their parents in discipline cases. The futility of this is discussed below. The Ts school principal and SMT have reported the same challenges and used similar strategies. They went an extra mile by getting feed back over the years as to which days (week day or weekend) the parents would be most available and set their parent meetings accordingly. At the present time it has moved to a Saturday after working hours. This too did not help at this community. The principal went to the extent of holding a variety of dates especially for the Grade-12 learners' parents.

Other crises existed. The other major crisis the Ts had was having guardians attending disciplinary meetings and forcing a not guilty verdict on technical grounds. A case in question was when a boy was caught red-handed smoking cannabis but the uncle a policeman used technical procedures attempting to dismiss the case. For example, a grandmother from the Ts was found to send cannabis with her grandchild to be sold at school. If the parents are perpetuating criminality in children then the school has real challenges. The other challenge was the issue of CP. The parents and community in the African township and rural areas accepted and used CP on learners as mentioned and this made changing learners to accept and respond to positive behaviour practices (PDP) difficult. Their value placed in CP made using ATP a challenge. There is a need to move the cultural belief that only violence, CP, works on changing behaviour as the literature is abundantly clear that CP is not didactically effective and has future harm to children and their progenies.

The Ts principal being hands on took learners in his car into the township to find parents and at times the chief of the informal settlement assisted the principal. A call beyond duty and risky; but a reflection of the deep moral standing portrayed by the leaders with commitment to transformation. The moral obligation to get to parents in the rural area was noted but difficult to resolve fully. Lapperts (2012) found that teachers had to fill a greater pastoral role than they did in the past, as present learners face many more difficult challenges than they used to do in the past. Matshe's study (2014) concluded that failure by the Department of Education (DoE) to capacitate parents on issues relating to school governance was another great challenge. Theory on how children learn show that parental input plays a vital role in their education; with little parental input, motivation and, care predisposing the children to

challenges in schooling. I conclude that the management and leadership of discipline is influenced by the parental community, and the SMT and parents aim at a synergy to develop effective and acceptable disciplinary strategies.

9.6.3 The SMT and SGB (parent governors) interactions to achieve Learner Discipline

The three school principals and SMT had a good relationship with the SGB parent corps. The Us had the parent SGB coming to school unannounced and it was welcomed by the staff. The other schools had a formal relationship with the SGB and principals tried to keep all matters formal whether it was learner discipline issues, finance, or maintenance of the school. The SGB is responsible for the final sanction of deviant learners. This is because the SGB has to sanction the recommendations of the DC which is chaired by the parent component of the SGB according to South African Schools Act, 1996: Amendment Provincial Notice, (RSA, 2003). The DC sits in a tribunal where the deviant learner if found guilty of a serious level-4 misdemeanour may be given a suspension from school for one week. The full sitting of the SGB has to ratify the decision of the DC and since the parent corps has a majority voting power here it can influence any decision. The three schools had parents of the SGB who worked with the principal and gave full power to the principal to act on their behalf. Often the principal would telephone the chairperson informing him/her of the deviant cases and the principal would get 'permission' to suspend the learner pending the attendance of a parent. This is totally out of policy but as one principal said if he had to take every case to the DC and full process he would be holding discipline meetings daily. Hence at times principals acted on practicality and not the law as Bhengu (2005) also found. The building of relationships like this speaks to Fullan's (2001) concept of 'relationship building' in transformational leaders.

None of the schools indicated that the parents from the SGB afforded the learners motivational talks on behaviour or the like. While the Us had an abundance of middle class parents on to the SGB, getting parents from the lower SES was a challenge itself. While the SGB initiative was not forthcoming, the initiatives of the school leaders too were absent. The SMTs did not go the extra mile to get the parent corps to school to chat with learners who frequently misbehaviour.

9.6.4 The SMT & DOE interactions with regard to Learner Discipline

The DoE is ultimately the final decision maker in the outcome of major indiscipline cases as stipulated in Section 9.2 of the Schools Act. In very serious discipline cases the DC of a school and SGB may forward an expulsion request to the DoE (often via the SEM now called CES- Chief Education Specialist) based at a circuit office. The DoE takes the final decisions on expulsions of learners, replacement of learners and appeal cases which is ferried up to the Head of Department of Education. The three schools were unhappy that this function of the DoE was often met with no or poor responses. They were of the same opinion that the DoE did not assist in learner discipline besides holding meetings and making suggestions with and to principals on the rare occasion. No personnel had come to the schools to empower the teachers or motivate the learners.

The Us DP mentioned he saw the DoE personnel as a hindrance to good discipline as they reacted very fast when parents complain but did nothing to assist teachers. The Ts principal was saddened more than irate at the fact that the DoE representatives, when sent an expulsion request of a boy who was behaving like a hardened criminal, did not even care to reply. The boy was violent and a threat to the school but the DoE did nothing to protect the other learners or the integrity of the school. Evidence in this comes in the paper of Hans Visser presented posthumously by Beckmann (2007) where he quoted the case *Maritzburg College v Dlamini, Mafu and Kondza* (case number 2089/2004, Natal Provincial Division, 2004-05-27). The judge was critical of the delayed and poor handling of the discipline case by the KZN education provincial head. The Rs school principal too mentioned that the previous superintendant did come to school to talk to grade 12 learners but the present one had not come to school once though requested to do so. All schools fill in a SIP (School Improvement Plan) and the two case studies indicated discipline as a challenge. The WIP (ward improvement plan) is an initiative of the education managers that is, to develop a plan to assist the ward (set of school, approximately 15 schools). The school in question did not see any discipline assistance from the WIP programme. I as researcher and a teacher of 30 years experience too can confirm the lack of direct input of the ward or district managers in schools, on discipline, though discipline is a serious challenge.

The DoE was seen in a negative light in these schools due to the lack of help and failure to drive initiatives of the school forward. This evidence correlates to Kamper's (2008) study which found that there was a need for education district officials to interact closer with

schools, by training SGB members, assisting principals to prepare business plans and support schools in acquiring what was urgently needed. The DoE has a duty to assist schools in disciplinary matters and the persons in the interface with the schools (the ward and circuit managers) need to develop concrete plans and strategies to help in discipline issues, be it direct intervention with learners or in capacity building of school personnel.

Discussion moves to the analysis that steps from the positive discipline practices (PDP) to whole school discipline (WSD) policy. This is followed by an analysis of all three case studies and also testing the knowledge of the leaders on the vital component of school discipline.

9.7 The Development of Positive Discipline Practices (PDP) and Whole School Discipline (WSD)

Plateau and Muir (2008a, p. 22) have summarised PDP to include allowing children to think for themselves; where adults are stewards and not owners of children; where parents are respected; where education emphasises respect for others, compassion, fairness, equality non-violent problem solving and justice. These ideals of PDP were seen exhibited in abundance in the Us as from the top (principal) to the bottom of the teaching staff. Teachers and learners displayed mutual respect and the relationship was professional. This created a school ethos which could be sensed as one walked the school and talked to the learners. It was a school where learners were heard and listened to, treated humanely and showed the same. In the Ts many teachers showed that PDP existed at the core of their teaching interface. Many teachers used counselling and showing respect to gain respect. In contrast some learners did say they understood CP and harsher methods of disciplining better than softer talking and counselling and this was a challenge to teachers who were convinced by their principal and DPs into using the PDP. The transformational principal and DPs did engage in ‘setting direction, and developing people’ as advocated by Leithwood and Jantzi (2007). They directed teachers to ATCP and with coaxing and motivational talks developed the teachers. The Ts had a blend of PDP with other harsher techniques but the SMT urged teachers into PDP direction which they in leadership clearly practiced. The Rs had another mode of disciplining and it rested on the use of the stick. Nevertheless, within the staff were SMT and teachers who attempted to use aspects of PDP. Often they reverted to the quick temporary solution of the stick but this arose because many factors worked against their thinking. Learners, other teachers and parents all see CP and stern methods as the way to discipline and changing the culture now was a challenge. Nelsen’s (2013) philosophy of discipline involves being both kind and firm at the

same time. The research on discipline calls this discipline style, 'authoritative'. In the Positive Discipline books it is often referred to as 'democratic'. Positive Discipline incorporates kindness, love and empathy as well as teaching limits, structure and guidelines at the same time (Nelsen, 2013). As Dreikurs (1964) talks of developing democratic classrooms and for teachers to use 'encouragement' in small doses. The changing of a mindset can come over time and changing learners, teachers and parents may take longer but one need to start somewhere. The period of transition is still on in South African schools.

All three schools lacked the use of a strong WSD policy. The three schools had cases of repeat deviant learners and serious deviant learners though very limited in the Us. The issue of having repeat deviance means the same wrong method to help change the child is repeated to no avail or that nothing concrete is being done on the serious issue at hand. The school leaders failed to see this with the serious and repeat cases. As Osher et al., (2006) states the SWPBS focus on three main themes: prevention, multi-tiered support, and data-based decision making. The prevention aspect is partly being undertaken but the multi-tiered support is lacking. Sugai and Horner (2006) explain the basis of the whole school discipline and talk of levels of strategies. The primary level focuses on the prevention of indiscipline for the whole school. The secondary level targets the 'at-risk' learners and the tertiary level for the special case of severe indiscipline. None of the schools engaged in the second two levels in the manner it should be managed. The child in need of serious help was not managed due to lack of knowledge, skill or leadership and management to get a structure and programme to help such a child.

In this regards the three schools even the high disciplined school had serious trouble makers removed to another school. The serious offenders were 'troubled' to a point where they simply left schooling, or they were convinced to accept a transfer to another school. Often parents too were convinced it was for the child's best interest to do this. I term this the '*chuck them out syndrome*' of the schools. When 'schools' fail to change a child into behaving well 'schools' get any means to 'chuck them out'. This practice spells a general lack of knowledge and skill in modern day educational practices and goes against the state's national policy of inclusive education. In sum, the lack of PDP practices over a long period shows poor discipline in contrast schools with well ingrained PDP develop high discipline with learners appreciating the respect and open communication aspect of PDP. The lack of WSD allows for the above syndrome and this does not speak well of school leadership.

9.8 The SMT and Teacher Leadership

The transformation to site based management and governance post-1996 as stated brought in challenges to school leaders. The creation of the SMT by implication meant the principal now was to manage the school collegially. Distributed leadership meant principals allowed DPs, HODs, and teachers to assume leading roles of certain sectors of the school. This in fact led to the idea of ‘teacher leadership’ as promulgated in the ‘seven roles of the teacher’ and Norms and Standards for educators (RSA, 2000a). While doing this principals were still made fully accountable to the DoE.

The thesis shows that collegiality and distributed leadership did not happen to the expectation of the state as found by others Grant, (2008); Grant (2010); Muijs & Harris (2003); Naicker and Mestry (2011). The Us school principal displayed a high level of distributed leadership where his staff met and distributed school duties and lead those duties with some office monitoring. Leader teachers who volunteered were encouraged. The staff was happy and the school thrives with this ‘*open distributed leadership*’ where nothing was hidden or contrived. The Ts principal led in a very charismatic manner and had great influence over getting his and the school’s vision across to the entire staff. He had a vision of having a perfect school and his 100% pass rate in grade 12 over many years indicates something being done right. He too handed the school duties to the DP to engage the entire staff into selecting the ones they prefer, but teachers reported that certain duties are subtly by explanation, convincing and tactfully offered to certain individuals. The belief I gathered is that the principal opted for the most capable teacher for the job but in the same vein does not offer capacity building to others. This distributed leadership I refer to as ‘*subtle distributed leadership*’. It is so subtle that even some teachers who want to indulge in a new duty shy away as it is “a school understanding that teacher X handles sport at the school”.

Ngubane’s (2005) rural school study similarly, found some embracing of participative management but it was not so at this study Rs. Then the Rs principal also distributes school duties but as he said that he could not do everything himself and unwittingly did not know he drove the aspect of teacher leader and capacity building away from his school. He often instructed certain SMT to do certain duties and his practice I term ‘*controlled distributed leadership*’. This speaks to the person in power directly and overtly controlling the distribution of leadership duties and hence roles for his own gain. The intention may be to put

the best person on the job or other subversive reasons such as develop principals' favourites or use personnel to lighten principals' work. As researcher and teacher of 30 years plus I have observed this of a principal first-hand where he manipulated duties giving the high calibre duties to his teacher 'friend', to the extent of making the 'friend' represent himself at the SGB meetings which is the duty of the principal as per policy. The intention was to give the 'friend' greater contact with the SGB-parent governors (noting that they are responsible for promotion of candidates) and get the SGB to notice the 'friend'. The result was in a few years the 'friend' went from a level-one teacher to HOD and then to DP of the school. This is what 'controlled distributed leadership' can do when manipulated by the principal. It makes a mockery of the state's intentions. It is what the state was moving away from in the spirit of democracy, transparency and consensus building in post-1994. It aimed to have teachers lead in all aspects of the school administration. The 'controlled distributed leadership' concept may apply to anyone in power.

Grant (2010) identifies of four zones of leadership which is leadership within the class, with other teachers between classes, with the school and outside the school. It was clear that teacher leadership in the study was largely within the classroom and between classes where teachers contributed knowledge and skills among colleagues. Few took on school duties as not all could coordinated all school duties so many fell within committees and got lost there. Hence true teacher leadership in zones three (within the school) was limited and in zone four (outside engaging the community) was almost nonexistent. For this study in the context of Grant (2010), the teachers engaged in zone three were driven by personal interests in their chosen field of leadership for example the teachers who in the Ts loved motivating children took to assisting administration in the office in discipline matters and the teachers in the same school who loved sport went all out to lead in sport coordination. The same existed the other schools deducing that the individual's personal drives, ambition, and vision contributed greatly and possibly more that the school leaders' input to influence teacher leadership. Teacher leadership in zone four that is, outside school often rested on teachers who expanded on zone three leading and took their pet project to other schools and the community; example of a Ts teacher who was part of a local sports association and delved in sports leadership there.

9.9 School leaders as Transformational Leaders introducing and managing with Change

Bass and Steidlmeier (1999) in expounding on transformational leadership discuss four core aspects namely, leadership with idealized influence (charismatic leadership), inspirational motivation, intellectual stimulation and individualized consideration. This study discovered that all are significant in the present day South African education, with change still unfolding but I add concepts from Leithwood and Jantzi (2007) and from Fullan (2001). Leithwood and Jantzi speak of ‘setting direction, developing people and redesigning the organisation’. I add the aspects of setting direction’ and redesigning the organisation” to true leadership. Fullan (2001) in leadership informs of ‘moral purpose, understanding change, building relationships, knowledge creation and sharing and cohesion making’ and I use the aspects of relationships and cohesion making. A combination of the chosen aspects and concepts of the three theories makes a more whole and near complete picture for me in understanding transformational leadership as needed in South Africa today.

According to the findings of this study, school principals were the core change leaders, ahead of all others, and this is something that only the state and re-skilling can change quickly. As long as the principals are solely responsible, they will control who does what and teacher leadership will suffer hence transformation in that area will be slow – they hold power. The strongest example of transformation came from the Ts where the principal firstly, made it clear to his staff that there would be no use of CP and this was on legal grounds and as he said on humanitarian grounds. Secondly, he used his charismatic personality to get teachers into accepting and using a discipline policy in the lines of positive discipline. Thirdly, he tried to bring a closer alliance between the school and the community by employing African labourers from the community as school cleaners and later he employed African teachers to fill in the pre-primary teaching posts. Fourthly to uplift the learners; he being a science teacher, led by example and taught the Grade 12 learners in extra classes to influence his teachers to go the extra mile, hence transforming academic levels. As Leithwood says, the transformation now is to ‘raise the bar’ that is, improve the lot of the previously disadvantaged.

Much of the above was done by the Us also except for the teaching. The Rs principal fell short in the ability to influence his teachers into ATCP and in developing a higher moral discipline plan though his intentions were seen to be of high moral value. Aspect of ‘idealized

influence' or charismatic influence undoubtedly helped the two school principals (Us and Ts) 'motivate' and 'stimulate' their staff in directs they saw that would move the school to the vision they and the school had. The core of leadership is to influence followers on moral grounds to engage in activities that drive the institution to its goal as per their shared vision. Leaving the debate of its manipulative nature, this 'influence' rests on a charismatic personality and in the study such leaders made a difference in discipline leadership and management. The inner drives, beliefs, vision, psycho-socio make-up and histories of the leaders played a great part in the manner they led and managed school discipline and in particular the manner they motivated their staff.

The aspect of being a knowledgeable leader was seen to influence learner discipline as the principals who were *au fait* with different ATP managed their school discipline on more professional lines. Thus it moved the school towards developing creative ideas in discipline structure and policy which worked. This was absent in times where the school leader lacked the knowledge on some discipline theories and practical strategies. The "intellectual stimulation" of a leader was seen with leaders who portrayed an abundance of knowledge. The principal who used the internet to get information on cyber bullying and other relevant information for better discipline was able to stimulate his staff more than others. This 'intellectual stimulation' of teachers is one of Bass and Steidlmeier's (1999) core aspects of transformational leadership.

The ideas from Leithwood and Jantzi (2009a) on transformational leadership of 'setting direction', developing people and redesigning the organisation' have been seen to link with being knowledgeable and having the ability to influence people as no direction can be set if the leaders have a void on how to handle the challenge. The 'redesigning of the organisation' can come if the knowledge base is there, thus the base is clear. Teachers and even parts of the SMT were in need of being 'developed' that is, many a teacher at the schools studied needed to be trained, work shopped or informed on how to implement ATP. Transformational leadership was lacking among the HODS as they at the core base of contact with the teachers failed to assist their teachers in this regard. Thus, the cycle continued with the same deviant learners being sent to them repeatedly. The HODs as leaders in the SMT were seen to follow the lead of the principal and very few took the lead or brought initiatives in learner discipline to the school themselves.

Lastly, the thread that ties the entire structure of leadership of learner discipline is what Fullan calls the development of “relationship, relationship, relationship”. The school with high discipline had very high levels of good cordial relationship between the SMT, staff, including non-teaching staff and learners. The learners in that school were proud and happy to comment that they could talk to their teachers and negotiate assignment and test dates as they had such a good relationship. The rapport and mutual respect therein among the various sectors mentioned was excellent. In contrast the school perceived with the lowest discipline had the principal leading with a top-down approach to his teachers and learners where neither could voice an opinion without being rebuffed. The cry from the learners for a voice in that school was great and felt in their non-compliance. Little transformational leadership was exhibited. The move to a more collegial level of leading was varied in the school as noted above. All the schools studied needed to be moved away from the principals’ sole leadership to a collegial leadership embracing the entire SMT, teachers and learners though different levels.

Model of Transformational School Discipline

I present a model to explain the thesis findings of how the principal leads and the SMT fits into the preconceived plan. The Transformational School Discipline Model emerges from the analysis of data obtained and conclusions drawn from the multiple case study of the role of leadership and management in addressing learner discipline in three school contexts namely, township, sub-urban and rural school. I speak of the “old” school, and the “new” school with the Transformational Discipline (TD) Model. It was noted that ‘school vision’ is not always that of the entire school but is largely influenced by the principals’ own vision, bio-psycho-socio makeup, knowledge and history. This explains how one principal differs so much from another, and why academic and extra-curricular success of the school often change so greatly when one principal replaces another. The thesis identifies that that learner discipline is largely influenced by the principal working in synergy or juxtaposition to the SMT, and parent community. The TD Model presented speaks to improving school discipline through a transformation in the SMT and teachers, and development of better relationships with the parent community. In Phase One, there must be a development of ongoing education and knowledge-building in all sectors of the staff led by the SMT as leaders in school. Strategies and models on school discipline must be work-shopped regularly. This must include new trends and SWOT analysed progressive plans on discipline which may change often till stability is found. This should run concurrently with progressive steps in “relationship

building” with open communication channels among all sectors of the school: SMT, SGB, teachers, learners and other personnel. To do this leaders must actively set and recreate strategies such as “open days”, “suggestion-box week”, “bring your mum/dad to school day” and “learner- teachers- parents sports events”. The goal is to have ‘open communication’ among all sectors at school.

Secondly, I explain the foundation of the school - Phase Two. Firstly in Phase Two, I propose a focus on discipline with a thorough development of PDP- positive discipline practices and WSD - whole school discipline. This would cater for a warm understanding, nurturing and developing strategy towards self-discipline. The DoE policy on discipline must merge with the needs of the school and community hence its ‘adaptation’ to the particular school. A case in example would be a re-modelled discipline committee (DC) with the consent of all sectors of the school namely, SMT, SGB, wider parent corps, teachers and learners. This implies a greater hearing of the voice of the RCL. Strategies led by the SMT must be in place for active RCL involvement at all levels at school. Secondly in Phase Two- the school must sit on the bed of transformational leadership which must be developed among SMT, teachers and parents. Thirdly, in Phase Two there must be a development of collegial leadership that plays out among the SMT (emphasising the principal) and teachers. Fourthly in Phase Two, the school sits precariously on its point on the foundation to be balanced by, the open input of parents in a collegial relationship and, the use of adapted DoE policy in discipline. The loss of the parental input and inappropriate adaptation of policy could tilt the school (depicted as an inverted triangle) towards indiscipline thought it may precariously be balanced by the school leaders and staff. The latter must develop that integral link with the parental community for the development of better discipline.

The community must not be in juxtaposition with the principal and SMT but be the pillars or supports to hold up the school. This is done by winning over the community to be the owners of the school and sharers of knowledge, support, love and empathy. This speaks to a move from academic knowledge to pure love that anyone in the community can offer. Just being there, for a fund raiser, being there for a child headed house-hold (CHH) child or for a child in need, is enough. This starts in the first grade the child enters the school (point of entry) and not only when the child is in matric - that time is too late as the parent would be alienated from the school. Parent meetings and social gatherings are a must. Fund-raisers and even parent-teacher matches and school derbies are a must for relationship building.

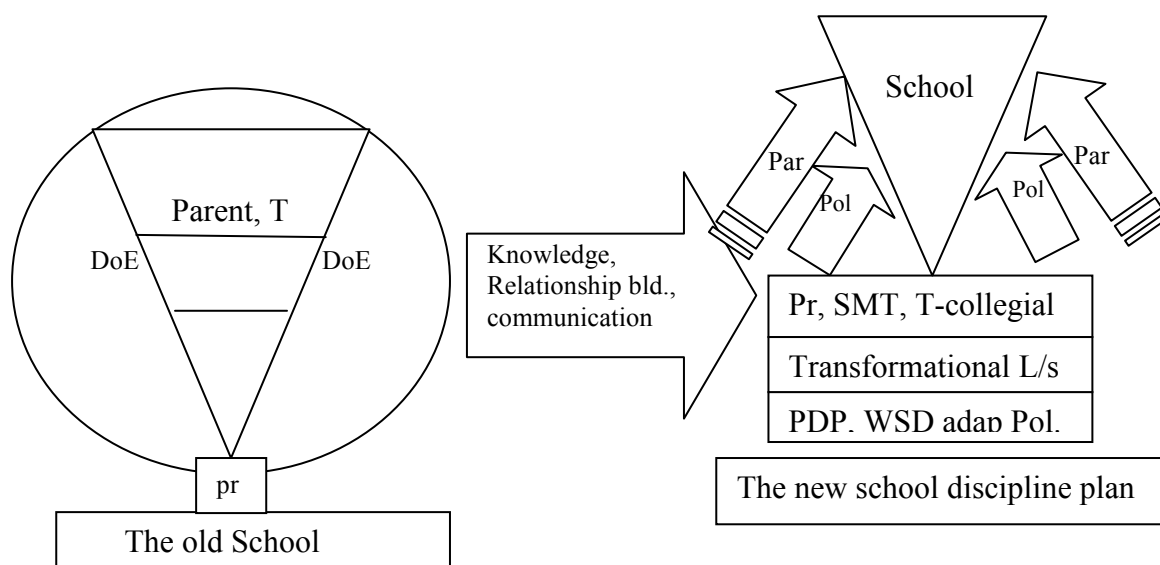


Figure 9.1 The Transformational Discipline (TD) Model

Pol=DoE Policy/ Par= parent community/ Pr =principal/ T= teachers/ PDP=Positive Discipline Practices/ WSD= Whole school discipline/ adapPol.= Adaptation of DoE policy

9.10 Special Challenges to Discipline in the Three School types with regard to Learner Discipline

Various challenges of the schools in the study existed. Only the most salient ones are highlighted herein.

9.10.1 The Home background and School-context affecting Discipline

The home background of the school reflected the type of indiscipline carried to the school. The smoking cannabis existed in the Ts and Rs which had a prevalence of African children from the informal settlement and rural areas respectively. The seldom but serious fights in the Ts are seen as a spill off from the community. The lack of respect for females (learners and teachers) by boys was observed in the Ts also. The principals and other teachers explained this flowed from their communities with male dominance being displayed with attacks on the girl-child and even adult females. The middle class school (Us) had more cell-phone, cyber bullying, and coupling of boys and girls as misdemeanours. The school leadership challenge was to develop a unique school ethos that negated the school context which leaders failed to do as the influence of the community was in all cases overwhelming.

Supporting SES of Children to reduce Indiscipline: The SES of the parent community affected the manner in which the SMT led school discipline as alluded to above and I reduce that focus here. In effect the discipline policies of the schools were largely influenced by the type of input the parent community made. The Us handled the ‘prying’ nature of their parent community well by an open door policy, keeping to policy and getting all sectors of the school on board in all school issues. The lower SES communities of the Ts and Rs displayed the ‘*absentee parent syndrome*’ with its challenges as discussed above.

Transformational leadership came when the Ts principal employed personnel (cleaners and teachers) in the township school to build better relations with the community. The use of the local chief or ward councillor, of the Rs, worked as long as the leader in question had the time and reciprocated; this largely depended on who the leader was and his personal commitment. From the reflection of participants, the use of the ‘War Room’ worked to a limited point up to the discussions among adults but the inputs of the learners were in effect not felt. (The ‘War Room’ is a structure created by the state and the KwaZulu-Natal provincial administration set up councils of elders with all stakeholders of a community, including schools to be represented to discuss common issues and challenges, RSA, [2013a]).

In summary the positioning the parent community held with regard to the school functioning (especially with discipline) also influenced how learner discipline was led and managed at all three of the case studies. Reduced positive involvement, criminal involvement or being absentee parents affected how the SMT led and managed learner discipline in that often discipline ranged from extreme control (using CP) to development of self-discipline (teaching moral codes of behaviour).

9.10.2 Racial Tensions and SMT management

The racial tension did rear its ugly head in one school. The largely African school population at the Ts did bring up racial slurs and sly comments but not overtly. The teachers, largely Indian in composition were initially seen as “we and them” and received racial slurs especially if scolded as a form of disciplining. Evidently the misbehaving learners eventually took to challenging the African teachers also and hence one deduces the integration made learners see that all teachers abide by the same rules at the school. The influence and instruction of the principal to teachers to refrain from any attempt by learners forcing teachers

to retaliate was convincing and they acted professionally and used the SMT for support and the discipline structure to be neutral.

9.10.3 SMT's Challenge caused by Lack of Finance

The lack of finance in the school prevented better discipline especially of the 'control and prevention' kind. Principals stated that if they had the finance they would have roving guards and counsellors, relief teachers, and teacher aids among other structures to assist in developing good discipline. It also prevented one school from uplifting its infrastructure and providing facilities for learners. This challenge was met in the school in the town with various fund raising activities. The Rs could not engage in this as the community was dispersed and very poor. Also the act of being a 'non-fee' paying school (section 21 school without function C, Schools Act) meant that the state provided for expenses but this was strictly for basic expenses and LTSM (learner-teacher support material). Thus, poor finance hindered good leadership and management of learner discipline.

9.10.4 The limitations of the DOE policy with regard to Democratisation of Learner discipline, Decentralised governance and SMT Management thereof

Many teachers believed that the 'new' discipline process has left teachers without authority and this has made learners defy teachers' orders and requests making teaching more difficult. Many teachers believed the freedom and rights the learners had made them irresponsible. Davidowitz's (2007) South African study shows similar conclusions as the above where teachers perceive loss of authority and control of learners and the teaching environment. Various criticisms of the democratic discipline system emerged. First, the holding of the tribunal and DC was believed to take too long and the result came often too late for good discipline practice. Second, the democratic discipline system lies on the premise that the parent or legal guardian will always be present. The study revealed in the lower SES schools the '*absentee parent syndrome*' as discussed above. This makes the system fall apart with the major stakeholder out of discussion. The DC tribunal collapses and the principals resort to various other means including the '*chuck them out syndrome*' as discussed above.

Third, the DoE policy and guidelines are not clear with a solid singular policy for extreme cases of deviance that is criminal in nature. The use of the expulsion request to the DoE was found to reap no positive results ranging from ignoring the school's request, through to not providing any help to teachers and the deviant learners concerned. Fourth, the discipline

system fails as the chronic deviant learner who has no remorse after a week's suspension (five days) comes back angrier than anything else. The request for the child to seek counselling help ends just there as the school cannot finance that request nor test its validity. Fifth, the power the learners' perceive they get by the democratic process seems to have not been accompanied with responsibility and respect for teachers but rather with disrespect and a challenging attitude. The mere fact the process exists for learners to challenge the teacher who is reprimanding them belittles the teacher's right to keep order in class.

Sixth, the DC and tribunal and its composition and working thereof are not easy for all schools to conduct in the correct and efficient manner as it is quasi- legal. Also Zulu's (2008) study found that the suspension policy seemed to need 'external consultants' as it was too 'legal'. The SGBs often were challenged by more knowledgeable parents. The process is a challenge. Mbatha (2008) and Zulu (2008) found the same in their studies. Seventh, the study found that even if the DC tribunal went on well it was of no avail as in some cases the child sanctioned is sent home to the very same home that is encouraging criminality. This was found in the TS with the grandmother sending cannabis with the grandson to sell at school. Eighth, while the SMT and school are given decentralised control it is powerless as the principal though the CEO of the school does not have the authority to sanction learners; the DC does have this power with ratification by the full SGB. Then the SGB too does not have full final authority as only the DoE can expel or move a very deviant learner to another institution. Leaders are at a loss with reduced authority yet an expectation to develop good discipline. In essence the system created needs capacity building of the SGB's DC and teachers in investigating, recording and reporting cases.

9.11 Conclusion

The three schools discussed as three case studies, show that leaders are the principals and their capacity, moral commitment and charismatic stance affects the discipline at schools greatly. Learner discipline and causes of indiscipline cannot simply be reduced to any causal relationship due to the multi-faceted nature of the school components but, the role the school leaders play especially the principals in school, and their interactions with the wider context makes a difference for positive change. Nevertheless leaders are challenged with differing school contexts. This study concurs to the local findings of Ngcobo and Tikly (2010). The SMT though a creation of the democratic state is not managing the schools collegially, as accountability still rests solely on the principal. The lower SES rural and township school

produced parent governors of low capacity and were challenged to develop COCs, strategic plans and ability to execute them. Democratisation of the school discipline post-1996 was a challenge to the SMT leading to at time ruling ‘outside the law’ in seeking the best interest of the school. The rural school parent community showed a lack of interest in learner matters affecting academic work and resulting in poor discipline. The extreme interest and monitoring of the middleclass sub-urban school parent community in school matters kept the SMT and teachers rigidly following policy and at time stressed these teachers. Thus the parent community and their cultural views on education and CP and their educational status affect the manner the school principal, SMT and teachers respond to discipline. The learner representatives (RCL) may be heard but seldom is heed taken to what they say. Their voices are silenced openly or subversively. Hence the role of school leaders on learner discipline is in fact the principals’ leadership of discipline practices, which are largely influenced by their knowledge, inner drives, vision, desires and moral commitment to transformation, which is in constant fluidity striving to be in sync with the parent community of the school. I see the summation of the thesis as: The role of school leadership on learner discipline invariably centres on principal leadership (which manipulates the SMT) directed by his own drives, vision, history, psycho-socio make-up and knowledge that lead to his particular way of handling discipline while being practical in the context of the school and its community.

CHAPTER TEN

OVERVIEW, FINDINGS AND RECOMMENDATIONS

10.1 Introduction

The previous chapter presented a combined analysis, a discipline model and comparative review of the three case studies (schools studied- the township, rural and sub-urban school). This chapter presents an overview of the study, discussion of the thesis finding by revisiting each of the three research questions and recommendations stemming from the study.

10.2 Overview of the thesis

The introduction opened stating and elaborating that there was a crisis in learner discipline nationally and internationally. The international conventions on the child (UNCRC –United Nations Convention on the Rights of the Child and AC- The African Charter on the Rights and Welfare of the Child) prompted a global wave on protecting the safety of the child – in the home and in public and thus placing focus on the school (OAU, 1990; UNO, 1989). The South African government ratified the above conventions and legally held all state departments to oblige to the conditions of the conventions. This led to the South African Schools Act that banned corporal punishment, enforced the development of a code of conduct for learners, legalised a learners’ body called the Representative Council of Learners (RCL) and provided a learners’ voice in governance and democratised the discipline procedures.

To keep learners safe in schools the state instituted the mandatory Safety and Security Committee (SSC) in schools and set regulations and procedures for learner safety at schools. The state has over time instituted structures to assist the child and teacher. The creation of the Institute Level Support Team (ILST) in schools was intended to make a special effort to assist learners who find academic work a challenge. Knowing that academically challenged learners are more prone to indiscipline; this structure helps discipline. The provision of booklets, brochures and electronic formatted information on topics such as alternatives to corporal punishment (ATCP), cyber bullying and safety regulations are the states way of assisting the SMT and teachers (Department of Education, 1996; Department of Education, 2000a; Department of Protection Services, 2009; RSA, 2006a; RSA, 2012a, 2012b; RSA, 2013). The change that came with the democratic elections in 1994 and with the South African Constitution in 1996 brought a flurry of changes in school administration which was postulated to challenge the SMT (Bush 2007, 2008; Berkhout, 2007; Gallie, 1997; Jansen,

2012; Jansen and Taylor, 2003; Joubert 2004, Joubert et al., 2004; Moloi 2007; Thurlow, 2003a; Wolhuter and Russo, 2013) and hinder discipline and general school management. This study suggests that the postulation have credibility. Some challenging changes the school leaders had to contend with were the decentralisation of school governance and management, with the development of the SGB and SMT. The development of collegial leadership and teacher leadership were challenges to school leaders who lived, trained and led schools under apartheid rule with an autocratic and bureaucratic mindset. The coming of democracy did not bring radical changes to all spheres of basic education. The vestiges of the apartheid schooling still exists largely due to lack of social mobility of the lower SES (socio-economic status) rural African community and the challenges the state has with rural school infrastructure. The geographic location (context) of schools often indicated the quality of pass rate and general education or school success. The school context does influence school success and management and leadership of learner discipline.

Stemming from the above the thesis centred on a qualitative, multiple- case study comprising of three case studies namely, a township (Ts), sub-urban (Us) and rural school (Rs) chosen from one town. The participants consisted of the SMT including the principal, teachers and learners in each case study. The thesis begins with an introduction and rationale chapter which is followed by a two-fold literature review: one on discipline and the other on leadership. The framework of the thesis has a twofold base also. Positive discipline (Dreikurs, 1982; Nelsen, 1979) and whole school discipline (WSD) (Sugai & Horner, 2006; Sugai, et al., 2012) was the foundation basing the issues of discipline. Transformational leadership (Bass & Steidlmeier, 1999; Leithwood & Jantzi, 2009) and distributed leadership (Grant, 2008 & 2010) formed the framework for school leadership. Since transformation implies change the ideals of Fullan (2001, 2003) are also used to build on the aspects of transformation focusing on change. The data from the three schools were analysed separately in three separate chapters finally leading to a comparative data analysis chapter, Chapter Nine which precedes this chapter. This findings and recommendations of the study follow.

10.3 The Finding of the Thesis

The over-arching research question that guided the study was:

What role does the school's SMT and other educator leaders play in learner discipline at schools in different contexts?

The study revolved around three sub-research questions which are:

- How do principals and the School Management Teams (SMTs) in township, sub-urban, and rural schools experience, perceive and understand learner related discipline problems?
- How and why do principals and the SMTs in township, sub-urban, and rural schools handle learner related discipline problems the way they do?
- How do school leaders describe their experienced challenges in maintaining good discipline in the three different school contexts; township, sub-urban, and rural school?

From answers to these questions the thesis aimed to explain the core research question which is “The role of school management and leadership on learner discipline”. It is implied that ‘school leadership’ incorporates both management and leadership components.

10.3.1 Research Question One revisited: How do principals, School Management Teams (SMTs) and teachers in township (Ts), sub-urban (Us), and rural schools (Rs) experience, perceive and understand learner related discipline problems?

The introductory research question bases the study in the interpretive stance. The thesis delves into the minds of the leaders of school discipline and seeks their experience, perception and understanding on the topic on focus. To expand on the above the experience, perception and understanding of learner discipline teachers are also investigated to give depth to views of the school leaders and to investigate whole school perceptions.

10.3.1.1 The Increase in Indiscipline and the feeling of Powerlessness among teachers

The Principals, SMT and teachers had a common perception of learner and thus school discipline. All of them perceived that there was a general increase in indiscipline in schools. Teachers believed they lacked the authority in class and in school when dealing with learner indiscipline and they felt powerless. Teachers perceived that they needed to be in a position of authority when dealing with learners and believed they had lost that authority. Most teachers pointed to the loss of authority with the coming of democracy and believed that learners had too much power in that learners challenged teachers believing that nothing could be done to them.

10.3.1.2 Different Perceptions of ‘Discipline’ and their implications

The main stakeholders in the three schools presented different perceptions and understandings of their experiences of indiscipline. The rural school (Rs) participants in

general saw discipline focusing on ‘control’ of learners and hence used corporal punishment (CP) as the main means to control indisciplined learners believing the CP would stop the transgression of school rules. The cultural background of these teachers and contextual factors also influenced how they perceived discipline. The Rs principal nevertheless had a high moral standing of right and wrong as Rossouw (2003) holds that real discipline development has a moral standing component with a values driven approach. This being the case the Ts principal nevertheless led his school allowing teachers to use the punitive techniques of CP. Fewer of the township school (Ts) teacher and SMT participants perceived discipline as centring on ‘control’ but saw it as focusing on aspects of self-discipline. The sub-urban school (Us) epitomised the height of discipline with teachers and SMT staff steeped in the ideals of developing and enhancing self-discipline. Positive discipline practices (PDP) were followed more at schools with the perception of discipline as aiming to develop inner thinking and responsibility for ones behaviour (self-discipline) as seen in the sub-urban school (Us) and in the Ts. The Us went further by developing very good rapport among the teachers, learners and even parents. The finding is that school leaders’ and teachers’ handling of school discipline rests on the way they conceptualise ‘discipline’.

The school stakeholders define and thus perceive discipline differently as Joubert et al., (2007); and Joubert and Serakwane (2009) found in their studies. The literature speaks of discipline along a continuum with two extremities. On the lower base end is the concept of discipline by ‘control’ while on the upper end is discipline that is intrinsic, one of inner thinking and understanding of behaviour and I termed this ‘self-discipline’ for parsimonious reasons. The ‘control’ aspect of discipline resulted in teachers and SMT instituting strategies to monitor and control mischievous learners’ poor behaviour without much teaching of good behaviour, understanding reasons for rules and developing good behaviour. Some see discipline as control by punitive measures, others holding a moral component; while others see it as the development of inner thinking to act according to appropriate rules for the good of the society they are in. The manner in which the school leaders and teachers perceive discipline affects the manner in which they respond. The theory of Dreikurs (1957, p.47) and that of positive discipline would want to develop teachers who can understand the psychology of the child’s misbehaviour and develop the child’s inner thinking to grow till behaviour is controlled from within by influencing the whole child and not focusing on the ‘single deficiencies’.

10.3.1.3 Perception of Corporal Punishment (CP) and Increased Indiscipline

The general perception of all teachers and SMTs was that the increase in indiscipline since democracy lay in the banning of corporal punishment coupled with the perception that learners had freedom which was not accompanied by responsibility. This was the general belief though the Ts used corporal punishment to a bare minimum and the Us never at all. This perception existed although pre-1996 corporal punishment was legal only in the hands of the principal or his designated personnel.

10.3.1.4 Experience and Perception of the Democratic Discipline System

The teachers and SMTs' experiences with the democratic discipline system have ascended potent arguments of the existing system. Teachers believed the democratic discipline policy gave learners more power over them. Firstly, teacher participant believed that learners had more power than them as they could reject any accusation and ask for a full hearing to plead their innocence. Teachers believed teachers' voices were not heard. Secondly, the holding of a tribunal by the DC requires a well capacitated SGB-parent corps (as they hold power in the DC) and this is often lacking. Evidence points to highly criminal cases being lost by incompetent chairpersons of the DC. While Section 19 of the Schools Act speaks of the SGB being trained by the DoE it often does not happen (RSA, 1996 b). Thirdly, the tribunal process is found to be too slow allowing for witnesses to be intimidated, victims harassed into withdrawing charges and its efficacy is lost as time passes. Fourthly, regarding the maximum of five days suspension, many participants believed this is too short for proper rehabilitation especially for serious cases. Often parents are asked to send deviant learners for professional therapy or counselling by the SMT but they do not respond positively. Once the suspension period is over the school often has little recourse. Fifthly, the entire tribunal and discipline system rests on the parents. The '*absentee parent syndrome*' exists where parents in the lower SES schools do not come to school to attend to discipline cases often due to work commitments or a lack of commitment to schooling matters. On the other hand some parents themselves are criminals encouraging learners; and the states placement of the entire discipline system on the care of parents makes the system falter. Sixthly, the DoE almost always refuses to respond to, or support the call of the SGB who asks for learner expulsion, removal, or replacement at another school. This frustrates the SGB, SMT, teachers and at times the victim learners. This results in the '*chuck them out syndrome*' where principals subtly 'remove' such deviant learners from their schools. Lastly teachers believe that they are powerless in the discipline arena as the indisciplined learners use technical aspects of the

democratic system to get away with many offences making their (teachers') voices unheard at school.

10.3.2 Research Question Two revisited: How and why do principals and the SMTs in Township, Sub-urban, and Rural schools handle Learner related Discipline problems the way they do?

The answer to this main question lay in the perception of the concept 'discipline' which is held by all stakeholders in schools, especially the principal and SMT. This implies that school leaders' strategies, micro policies and manner of grappling with indiscipline lay in their perception and understanding of discipline. It is found that the principals are often confused as to where their position is with the decentralised governance of schools and management. This is exhibited in them wrongly carrying out the role functions of SGBs where governance lays. Principals also find releasing power and authority through distributed leadership to the SMT difficult. These issues are discussed below. This section expounds on who leads, what is done in the school, in the classroom, structures and strategies used and how policy is tweaked in managing and leading discipline.

10.3.2.1 The real school leader stand-up!

The principle leader – the principal: While the state education policy spoke of the SMT as the designated leaders of the school the data revealed that the schools were led and directed by the principals and the other SMT members, HOD and DPs, played a very insignificant role in leading the school. The leading of discipline followed the vision, drives, psycho-socio makeup, knowledge and histories of the principal. The principals had the pulse of their school and they led the other managers (DPs and HODs), making them manage the structures the principals set up, approved of or believed important for the fulfilment of the school's and their vision. Almost all aspects of school discipline that the principal believed valuable were built into structures and managed by the DPs or HODs. The main reason for this was that all principals saw themselves as solely accountable for all things that went wrong at the school. All of them believed that by directing and leading the school along a certain path they had control over the school and this reduced negative outcomes.

DoE authority: As a rider to the thought that principals are top of the control chain comes the authority of the DoE through its district, circuit and ward managers. The belief that schools were now focused on site based management is not totally true as the district and

circuit office still control the school. This occurs to the point of setting assessment (examination) dates, vetting and passing approval on school excursions, sporting dates and holding final power on major discipline sanctions for example replacements and expulsions of learners. This accountability to DoE officers has made the principal hold on to the reigns of school leadership and management. This has stifled distributed leadership and teacher leadership as is discussed below.

The data reveals that the manner in which principals' lead is influenced by their knowledge, drives, vision, psycho-socio makeup and histories. Thus the well educated – professionally and academically – principal is better capacitated to influence, provide direction, set plans to achievable goals, provide knowledge to HODs and teachers on matters of discipline. This was evident in the highly educated Ts principal who did all of the above and was a leader of great transformational skill. Strategies used in this school exhibited the professional and academic level of the principal.

10.3.2.2. The role of the DPs and HODs

The leadership of the DPs and HODs in developing the skills of those below them with regard to learner discipline was seriously inconspicuous, leaving the school to be influenced by one person, the principal. My postulation that the school leaders are busy with the 'nuts and bolts' of daily activity and do not focus energies on leading learner discipline was founded. HODs and DPs busied with their management of the school (grounds, buildings and examinations- duties of the DPs) and of the curriculum (tests, examinations, curriculum coverage and progress monitoring- duties of the HOD) 'forgot' to engage in creative discipline strategies. The '*complacency syndrome*' permeated the less disciplined school where annually the same discipline issues arose, were handled the same ineffective ways and repeated itself. HODs in all schools did not provide special skills and training or guidance to teachers on disciplinary matters. They offered no new knowledge, skill or practical input on aspect of learner discipline whether it is in the form of hand-out information, workshops or demonstrations. Principals did not offer the full scope to HODs to lead by either creating opportunities in the year planner or in daily morning briefings. Teachers were at a loss in the use of ATP and the HODs seemed to be in the same position as they failed to assist teachers or develop any form of capacity. There was a lack of knowledge of a variety of discipline theories, models or basic techniques. The Us was the only one of the three schools that had teachers using a variety of ATP and these worked in achieving high discipline at the school.

The Ts teachers used their demerit discipline system. Leithwood and Jantzi (2007) said ‘setting direction, developing people and redesigning the organisation’ were key to transformational leadership and these were lacking from the HODs.

10.3.2.3 DoE policy implementation

The three schools’ SMTs prided themselves over their schools COC (Code of Conduct). The three schools’ COC was initially drawn up by the SMT and presented to the SGB. All had a major focus on levels of indiscipline and their sanctions but lacked information on their school discipline approach, pro-social behaviour and the awarding of such behaviour. The schools did not spell out the discipline philosophy they adopted and how they were attempting to fulfil it that is. On this note while the PDP existed in the Us and to an extent in the Ts it was not in any formal discipline policy spear-headed by the SMT or principal. The COC is as good as it is applicable and the Ts and Us had intensive programmes, with teacher and learner input, on re-visiting and re-vamping the COC. This made it contemporary for example, these schools added aspects on a revised cell phone policy at school which was needed to keep the functionality of the COC alive. The Rs did not revive the COC in the past few years as reported by the teachers and learners. Learners were disappointed that they did not have a say at the school in revisiting the COC as they wanted to make inputs. The input of the SGB parent governors was minimal yet the COC is much their function. There is great value in having an actively used COC – one that is reviewed annually, revised when needed, and one that is accepted by all stakeholders especially the learners.

The use, adaption and efficacy of the DoE discipline structures are presented. The DoE policy provided for all schools to have a SSC (Safety and Security Committee) and this was to provide safety and security for all learners implying that learners must be protected from their fellow learners also. This committee is integral to school discipline and was found not to be taken seriously in all three schools studied. While the Us and Ts had the committees on paper these were not effective. The possible reason for this stance in the school of high discipline (Us) is that it was not needed because the function of the committee was being fulfilled without it. There is no need to use DoE policy if the school does not need it and the structures offered by policy are not necessarily adept for all schools. This is where leadership comes in-adapting policy for schools needs. Nevertheless the absence of the SSC in the Rs had lost the school one opportunity offered by the state in developing better discipline and in getting the community involved although it was a difficult task. The next state policy to assist in

discipline though it is indirect comes in the form of the ILST (Institute Level Support Team). This is supposed to comprise of different levels of the staff and also ad hoc personnel from the community to assist learners academically and to liaise with the DoE psychological services if needed. Academically challenged children are susceptible to indiscipline and any attempt to assist them helps school discipline. This committee was not in place in the Us and Rs. The Us understandably did not need this as they managed the school well with the SMT that substituted the function of the ILST but the Rs would have benefitted by a functional ILST. Thus in terms of state discipline policy some of the SMTs' led and manage their schools focusing on their school needs and on the practicality of the situation.

The thesis in no way is promoting state discipline policy of the SSC or ILST or other structure like the QLTC (Quality Learning and Teaching Campaign) programme but conditions that the aims of such DoE programmes and structures are important but could be fulfilled by other creative school structures. This finds true in the Us which does not have a SSC but data reveals that the school was performing the function of school safety and security without that particular structure. The essence is functionality of management and leadership.

10.3.2.4 Classroom control – SMT leaving teachers to their resources

The classroom is the closest contact point between learners and teachers and here discipline can be broken or made and this would permeate through the whole school. The teachers and their professional skills in classroom management play a great part in overall school discipline. All three school leaders that is, the principal and SMT largely left this crucial aspect of discipline in the hands of the teachers. The Us principal was confident of the professionalism of his school teachers and this worked well as they were knowledgeable in, and used various, ATCP techniques. Having a fully professional and knowledgeable staff assisted in discipline as observed in the Us. Many of them used classroom rules, negotiated due dates, developed mutual respect and rapport techniques, and most of them were highly professional teachers in class. One characteristic displayed was that they got onto the teaching and learning process immediately leaving no time for casual chatting and for allowing the joker of the class to usurp the order of the classroom. The same cannot be said of the Rs where there was a lack of use of a variety of ATCP techniques resulting in the use of corporal punishment that is, the stick as the main method of disciplining learners. Data reveals that more professionally and academically qualified teachers (in this study with

longer than 20 years experience) had better control of the classroom and discipline in general. This was partly due to the various strategies they used including PDP especially development of mutual respect, zero tolerance (ZT) indiscipline strategies, coupled with being fully capable and lesson-directed teachers. The role of the HODs is leader of classroom discipline is not fulfilled.

10.3.2.5 Use of Control strategies in Discipline

Ineffective cascade up model: The schools in all contexts followed a policy that existed in other schools in the region that is the ‘protocol or cascade discipline model’ of managing indiscipline. This entailed the class teachers who failed to handle indisciplined learners sending those learners to the HOD in charge of that grade. If the HOD believed the case was too serious the HOD cascaded the case up to the DP or school counsellor, and finally the principal. Often this process was diverted directly to the top causing pressure on the principal. The common strategy used by the SMT was to ‘talk’ to the misbehaving learner, chastise and scold and, finally call in the parents. This model lacked a good success rate as much fell on the parent and little on creative discipline strategies by the SMT. This was compounded when the lower SES parent did not respond as expected.

Controlling and monitoring behaviour: Part of the strategies in maintaining discipline in schools was to prevent the misbehaviour and control the learners’ behaviour. This is what all three schools did at different levels. The Us school had a roving guard paid by the SGB from school fees and this was a great deterrent to misbehaving learners eliminating absconding and other interclass misbehaviours. The gate-guard was not utilised effectively at the Rs as he could have been used as a roving guard but the SMT failed to strategise this move speaking to poor leadership of discipline. All schools controlled learners by having teachers to supervise learners using the following structures: having a system for relief teachers (to supervise classes of absent teachers), ground duty (to get teachers supervising the grounds during breaks), and the use of the RCL to monitor learner behaviour to an extent. At this level the leadership played a great part in the creation and efficiency of these structures. Finance allowed the Us to employ outside relief teachers to assist in relief. The Ts and Us ground duty was carried out seriously and diligently as per observations and interview data while Rs learners commented that they often saw only HODs on duty more than teachers. Hence the efficacy of the discipline systems rests of the SMT.

10.3.2.6 Creative working strategies of SMT

The Ts and the Us principals went a bit further in managing discipline by changing from learners moving from class to class to the movement of teachers instead. This prevented any misbehaviour during inter-class movement. They both instituted a ‘learner pass’ card system that allowed only learners with a pass card to be out of class during lesson time. This helped monitor both learners and teachers without the teachers seeing it that way. They both used ‘morning briefing meetings’ to set the school day which assisted in discipline. Observations of effective morning briefings spelling out management structures were seen on one sports day at one of the schools. This displays that ‘effective leadership has a solid link to good management’ as they are the ‘two halves of the same walnut’. The Us used strict control of learners following a ZT (zero tolerance) policy and it works at this school because it is coupled with PDP (positive discipline practices). In all discipline practices the Us and Ts school followed consistency in their discipline processes and this worked well at the school. The Rs was not consistent as no solid disciplinary structure existed and the teachers’ use of CP was varied from teacher to teacher, ironically using inconsistency in an illegal discipline practice.

The place of controlling misbehaviour is vital though it should not be the sole method of maintaining discipline. It was observed that the more knowledgeable principals remodelled the old discipline ideas and strategies making them work better. Hence the role of leadership is vital in learner discipline. The ideals of Bass and Steidlmeier (1999) of transformational leadership of ‘idealised influence, inspirational motivation, intellectual stimulation and individualised consideration’ is appropriate. The knowledgeable, astute principals as in the Us and Ts were found often inspiring teachers and SMT, and providing intellectual stimulation (for example, literature on cyber bullying). This helped lead better discipline in those schools.

10.3.2.7 Creative strategies and discipline approaches by high discipline schools

The Us school had the following further creative control strategies that speak to the transformational and charismatic leadership of the principal and two DPs: the use of both the prefect and RCL system, special relief teachers, school counsellor, PDP (positive discipline practices), ‘open distributed leadership’ and encouraged teacher leadership. This school principal did not bow to the call of the DoE via the district office to remove all prefects and have only the RCL as learner leaders. The principal fought and maintained his autonomy to

manage his school as he saw best. The prefects were chosen from the Grade 11 learners via an application, vetting and staff consensus system. These selected prefects were chosen on leadership qualities and were given class, grounds and school activity control of learners as duty. They were also trained to develop self-discipline by instituting teach mechanisms for mischievous learners. The school was well controlled through this prefect system that was managed by a prefect master and mistress. Regarding relief teaching, the school principal got the SGB to pay for former-teachers to help the school in relief teaching. This gave the teachers more free NTP's (non-teaching periods) to use for lesson preparation and their own development. He also got the SGB to pay for a trained school counsellor who handled, the development of self-discipline and, the serious cases of indiscipline. She was a psychology graduate who presented workshops on classroom management and employed the PDP strategies at the school. The use of the PDP by the entire staff assisted in developing very good rapport and mutual respect between teachers and learners. The prefects and RCL learners were proud of this at their school and it presented with high discipline. Thus at times leadership must not bow to unsound policy which disadvantages the school but lead with the needs of the school in mind.

The Ts school principal was also well capacitated principal who used creative ways in leading discipline at his school. He failed to get the finances to pay for a roving guard and thus used the cleaning staff to monitor the learners and report misbehaviour to the office that is, the SMT. He created special time off for administration for the HODs and DPs. That is, the SMT had some of their NTP's (non-teaching periods) blocked off from relief duty or other duty- this was set aside for all discipline and other administration duties. More time to HODs meant more efficient management. The major strength at the Ts, which has a high population of lower SES learners from homes in a township with challenges of violence and other crimes, is the clear-cut 'demerit-detention system'. The transformational and distributed leadership of the principal was noted when he encouraged a teacher to implement a recommendation of instituting a demerit and detention system at the school after undertaking a Masters of Education study. The system breeds of a policy that all staff and learners know of and one that every teacher can point to and apply, as it is entrenched in the COC which is accepted by all stakeholders. Learners who transgress a behaviour code get a demerit and when it adds up to a certain number of points that learner serves a detention after school. The concrete workable disciplinary structure holds the mischievous learners at bay and gives the teachers some authority in the class. Such leadership helps discipline.

The leadership ideals of Fullan (2001) of ‘understanding change, relationship making, knowledge creation and sharing’ speaks true in the schools with progressive leaders as observed knowledgeable principals sharing knowledge with excellent relationships with all stakeholders did contribute to good discipline. A case in point, the challenge of the Us in keeping prefects for the betterment of the school reminds us of Fullan’s understanding change as he says ‘ the goal is not to innovate the most’ that is, develop better what you have that works and make it work better.

10.3.2.8 Development of Higher order Discipline, Self -discipline

The challenge the SMT had was busying themselves in daily administration work and forgetting to develop the lifelong goal of education called ‘character’ which comes from developing self-discipline. The hallmark of self-discipline or the highest level of discipline was thinking before acting and this was taught and learner at the high disciplined schools. The thesis finds that the following helped develop such discipline and were enforced or coordinated by knowledgeable, professional principals together with SMTs who propagated these ideals: The teaching of mutual respect, active teaching of rights from wrongs and aspects of moral conduct, the setting of negotiated but standard rules and protocols in classrooms and in schools, using motivational talks by the staff and guest speakers, supplying literature to assist in discipline and the respectful manner in dealing with indiscipline cases.

The knowledgeable principals encouraged the teachers to motivate learners in morning registration periods and learners appreciated their motivations. The development of the idea of ‘thinking before you act’ was ingrained in the learners at these talks and in motivational talks organised by upper SMT for the school. Such principals offered motivations to teachers as well. They provided knowledge in their talks and in the supplied teacher literature to assist in discipline. Pro-social activities for example the ‘Real men don’t Rape- Men Against Rape’ campaign were given full support and the entire school were encouraged to be part of such campaigns. Much of the initiatives were from the upper SMT and once again the role of an enlightened SMT is seen to be of significance for development of good discipline.

The holistic conceptualisation of discipline by the DPs and HODs aided the development of self-discipline. This type of discipline is believed to be of greater importance in present times as expressed by Strauss (2006) and Van der Westhuizen et al., (2008). I endorse Mohapi’s

(2008) definition that discipline is training that develops self-control, character, orderliness, and efficiency. Joubert, De Waal and Rossouw (2004) further put forward that discipline is about behaviour management aimed at encouraging appropriate behaviour and developing self-discipline and self-control in learners. Then, UNESCO (2006) report states while punishment is meant to 'control' a child's behaviour, discipline is meant to 'develop' a child's behaviour, especially in matters of conduct. Progressive leaders led discipline with these concepts in mind.

10.3.2.9 Loss of a Power source - the RCL and learners

The two aspects of the TCL are their inability to control the school as the older prefects did and their voices not being heard though they are a part of the SGB.

The RCL a lost resource: With regard to the use of the RCL all school learner participants reported that they were ineffective as controllers of misbehaving learners. Many participants commented that the RCL having being selected by popular vote often responded to the learners' needs more than that of the administration. Poor use of the RCL was observed as RCL learners were not capacitated, trained and bestowed authority to control the school. TLOs were poor liaison officers offering little guidance and the SMT lacked management thereof.

RCL voices not heard: The schools generally all had the RCL structure in place but failed to use the voices of the learners in management of the schools. Part of the poor discipline success in the Rs was because the principal alienated the learners from any decision making at school. The RCL had no effective voice here. The Ts had a RCL but it did not meet as scheduled on paper and the voices of the learners were heard to a limited extent. Leadership did not thoroughly monitor the RCL meetings and often the school ran without the input of the learners. The voices of the learners at the Us were heard via the prefect meetings, class monitors and the RCL meetings. This school's SMT and teachers had very good rapport and cohesion with the learners and it showed itself positively in the responses from both sectors and in observations of the school in action. In sum, the RCL representatives are not well capacitated in leadership and are yearly thrust into the world of the adult not knowing how to, meet with the huge learner population, take solid decision, caucus, get motivated on an issue and then stand up in the SGB and push the views of the learners- as they are the SGB. A school administered with all stakeholders leads to a more harmonious school.

Preble and Gordon (2011) repeatedly speak of ‘everyone is a leader’, ‘including all voices’, ‘thinking a together and setting joint action plans’ and seeing them through. This is similar to what Fullan (2001) speaks of that is, ‘cohesion making’ and ‘relationships, relationships, relationships’. It is this close mutual respect and relationship building (between all sectors – principal, SMT, staff, learners and parents) that is seen in high disciplined schools and what contributes greatly to its status.

10.3.2.10 The Place of Positive Discipline Practices (PDP)

The use of PDP as per the literature review indicates that this ideal of teaching discipline, explaining reasons for rules, getting all stakeholders onto mutual understandings and developing mutual respect works to develop self-discipline at schools as seen in the Us and to an extent at the Ts. The learners at the Us openly expressed their love for their school and commented it was because of the mutual respect and good rapport the teachers and learners had. This was markedly absent at the Rs and the learners there expressed their desire for PDP without knowing that such a discipline approach had a label. The principal and SMT that drive and develop the PDP and sustain it with new learners and teachers are the key to discipline success.

10.3.2.11 Losing the ‘Lost child’ - ‘*Chuck them out Syndrome*’ and Whole School Discipline (WSD)

The challenge that the three schools faced was with handling the serious offenders and frequent offenders. There was no solid programme to manage these children at schools and the state has failed them. While the Ts school used the demerit and detention system there was a limit on its use. The Ts did not advocate the use of corporal punishment, but a few teachers did use it and this too had a limited effect on chronic repeat deviant learners. Even the high disciplined Us failed with the infrequent but serious offender. Thus the ‘*lost child*’, the ‘*child in need*’ who needed most help was ‘removed’ from the school due to the schools incapacity to re-orientate the child for better schooling. Principals used direct or subtle means to remove the child to another school often knowing that the DoE will not expel the child. They did not want to ‘contaminate’ their schools. The DoE Psychological Services (name continuously changes) while having skills often do not have the manpower to attend to all schools. This ‘*chuck them out syndrome*’ occurs because the schools do not have a WSD programme. In sum, WSD the first level of discipline is directed to the whole school, the second at the 15% of more serious cases and the last approximately 5% for the children

needing special help via professional or with community help. The latter is missing in these school studied.

10.3.2.12 Collegiality and Distributed Leadership lost - losing the Potential of many

The SMT in all schools were led by the principals and the possible reasons for this were discussed above. Thus the level of collegiality with varied levels of distributed leadership rested on the shoulders of the principals. While the Us principal practiced distributed leadership, the Ts principal engaged in what I term '*subtle controlled distributed leadership*' whereby though duties were offered to the staff the principal subtly ferried certain duties to certain teachers repeatedly. It stifled general outward leadership of the quiet and reserved teachers. The Rs principal led his school with '*controlled distributed leadership*' where he chose openly to distribute certain duties to certain teachers as he perceived them easier to work with or for his own reasons.

The Rs with the principal practicing 'controlled distributed leadership' stifled the development of creative ideas on discipline as there were teachers who in interviews mentioned that they had practiced PDP in their previous schools but through restrictive leaders found those practices waning away at the Rs. The opening of clear distributed leadership would have allowed for such creative ideas emerging even in the Rs. Thus losing the real distributed leadership is losing the potential of many teachers and many new ideas. The promotion of teacher leadership via real '*open distributed leadership*' would have an impact on developing new ideas on discipline. This is discussed below.

Teacher leadership: Teachers were largely at the control of their SMT and in particular the principal when attempting to lead at school. Leaders' distributed leadership stances affected teachers. The ideals of distributed leadership help as seen when the Ts used the demerit discipline system of a teacher leader that become the backbone of the schools discipline structure. This study revealed that teachers were leading at first level of teacher leadership as presented by Grant (2010) that is, within the classroom and the leadership, outside the classroom and school, was limited. Those who led at the third and forth levels of leadership were largely self-motivated and this speaks to teachers developing their own psyche and systems of inspiration to keep motivated in teaching and leading beyond the classroom.

The thesis thus find that while context may influence discipline the role of the leaders, especially the principal may hinder or develop better discipline by stifling or developing creative teacher leadership respectively.

10.3.2.13 Principals' Transforming their schools

Principals in leading and managing discipline attempted to transform their schools. The amount of transformation or attempts at this was influenced by the principals own vision, drives, psycho-socio makeup, histories and knowledge. The more transformational principals made sure they got all stakeholders involved in the major decisions that affected the school. The learners were consulted on issues of discipline and the COC; for example adjusting the cell-phone policy, homework policy and so on. They also made efforts to develop relations with the parents by holding various parent - teacher meetings, sending letters and SMSs via the cell phone inviting parents to school and sending various reports on learners. One such principal (Ts) in attempting to make contact with parents of deviant learners drove into the township to speak to the parents and enlist the help of the chief there. He also employed cleaning staff and pre-school class teachers from the community to build bridges with the community and enhance rapport and enlist help in discipline. These transformational principals in transforming their stance on leadership and allowing for new ideas to be tested encouraged teacher leadership by '*open distributed leadership*', and using the terms of Bass and Steidlmeier (1999), 'idealised influence' and 'inspirational motivation'. Such principals allowed for and implemented new ideas in discipline and other school matters. There is a place for transformational leadership in developing good discipline.

10.3.3 Research Question Three revisited: How do School leaders Experience and Manage Challenges to Good discipline at Township, Sub-urban, and Rural schools?

The role of parent, Parent culture and SES: The major challenge of the three types of schools centred on the SES of the learners and parent community with its associated challenges, the state's slow transformation of rural schools and the poor education funding. The Ts and Rs had learners and thus parents coming from the lower SES group. Parents often worked far from home for low wages and came home infrequently. They often failed to come to school to attend to the call of the SMT in cases of deviance or for other school meetings. This resulted in the '*absentee parent syndrome*' as parents came to register their children at school and disappeared. Often grandparents or 'street substitute parents' were presented by learners so they could make the wheels of the discipline process roll. Such learners were clutching at people from the street to substitute as parents in desperation. One principal (Rs) had resorted to asking for a deposit for text books so parents were forced to come to the

school at least twice a year. The idea of only giving learner academic report cards to the parents emerged in a desperate attempt to force parents to school so the teachers and SMT could discuss discipline and academic matters with parents.

Middle-class overzealous parents: On the other hand the overt and over-zealous concern that parents make in the teaching process at the Us was also a challenge at one point and yet a benefit on another. These parents are perceived to be too fastidious and scrutinising of teachers and this made the Us SMT and teachers adhere strictly to policy – including that of discipline.

African rural culture and schooling: Firstly, learner-participant from the African centred rural schools reported that they either were not allowed to spend time studying at home or were not encouraged to engage in any school work at home. While this was the majority a few stated the very opposite. The majority felt parents and other relatives were insensitive to their attempts at study. Such parents as noted from the Ts and Rs placed a lower value on schooling and the school leaders found it challenging to convince learners of the value of punctuality, hard work, extra work and the like when school work was shunned at home. This cultural stand was felt in academic work not being done and teachers resorted to disciplining such learners at school. Some teachers resorted to offering school time to complete homework (that is compulsory homework assignments, etc).

Secondly, African cultural acceptance of corporal punishment was a challenge at the Rs and Ts. The one school (Ts) where all teachers used a stick to inflict corporal punishment on learners had a challenge in the use of ATP. The learners being totally African learners accepted and responded better to the corporal punishment than to the talking and counselling. The result though, was temporary. The factors challenging teachers changing to ATP were various: (a) parents by their cultural acceptance of CP used CP at home made this a norm; (b) learner openly expressed their cultural acceptance of corporal punishment and labelled it ‘their way of doing things’; (c) the parents by their absence allowed the school to use any form of sanction including CP on their children; and (d) most of the senior teachers who lived through ‘CP-schooling’ saw no wrong in its use. Since learners as a group, in larger percentage, saw no value in the ATP this put reforming-teachers into a double-bind, knowing the ill-effects of corporal punishment and having learners who openly accept and willingly respond to CP.

Finance and school fees: The incorrect state funding and school fees are a challenge. The state has failed in its equitable distribution of funding to the schools. In the study Ts was wrongly quintile-rated as a school in a wealthy area hence receiving less money than expected for that SES community. This has resulted in the school leaders having ideas to assist in discipline but not having the funds to fulfil them. This affected discipline as the school has to engage in fund raising to mend fences, fix other infra-structure and in making the school presentable and safe for learners. There were no funds to pay for special programmes or professional speakers. The poor funding also did not help in allowing the school leaders beautify their school as in the Rs. Correlations of neat presentable schools and good discipline are noted by Morefield (1996) and, Preble and Gordon (2011).

Racial tension: The age of transformation in schools with racial integration is still ongoing in South Africa post apartheid. Many schools remain racially different in learner and teacher composition. The Ts which had an influx of African learners into an Ex HOD (Indian apartheid zone) school with a large complement of Indian teachers initially brought with it racial tensions. The charismatic principal aided by his DPs influenced his teachers to keep calm when African learners made racial slurs at them especially when they were being disciplined. Teachers were encouraged to develop closer relationships by casual chatting with learners they did not teach. The transformational principal used other strategies such as employing cleaning staff only from their African community and he created pre-primary teacher-aid posts using African staff from the community. He also developed a good relationship with the local chief and councillor of the settlement. The need for good leadership is essential in such sensitive cases of school management.

Work load: The heavy work load of the SMT and teaching staff in all schools with large classes especially in the Rs brought challenges. These affected discipline as fewer free periods (non teaching periods) created stress and poor concentration in teachers. The schools with finance could finance ex-teachers to do relief teaching creating more time but this came with leadership thought and planning. As a rider, while more time is requested by all SMT they lacked knowledge to help their teachers and were busy with the ‘nuts and bolts’ of school administration. This postulation proves true. Workload surfaced in the form of large classes. Large classes were breeding grounds for indiscipline. Large classes that the Rs had to contend with, due to the certain subject combinations leading to large classes, worsened the discipline situation. Little was done to alleviate that challenge.

Local Drugs: the use of cannabis at the Ts and the Rs was a challenge that the SMT failed to meet. The use of cannabis in the two communities made it freely available and it made its way into the school yards. Teachers complained of drug intoxicated learners after the tea and lunch breaks as learners smoked it on the premises. The Rs used the harsh method of the stick but to no avail. The two schools used the democratic discipline system by holding discipline tribunals and they failed due to factors noted above with the worst being: a ‘parent’ using the law to free his caught red-handed drug-abusing nephew; and the grandmother who sent her grandson with cannabis to be sold at school.

10.4 Recommendations

The study of the role of school management and leadership on learner discipline in the contexts of a sub-urban, township and rural school in South Africa brought into play two bodies of knowledge that is discipline on one hand, and leadership and management on the other. The thesis revealed new knowledge and confirmed other study conclusions. The recommendations made are in no way exhaustive but emanate from the study. I direct my recommendations to school principals, HODs and DPs, teachers, policy makers- the DoE, and parents.

10.4.1 School Principals

School principals are still seen as the head and only leaders of schools. Principals in this perceived position should consider the recommendations below for the enhancement of school discipline.

(a) Principals must undergo professional training for the position of principal and if in practice compulsory INSET must be undertaken. This would put new principals on an even footing with experienced one and at the same time undo old ideas of older principals replacing them with newer trends in management and leadership relevant in post apartheid South Africa (RSA). The ACE leadership course is one example of a course for leaders.

(b) Special training in the transformational leadership is essential in the principal training course. This would equip them to engage in the democratic South Africa with its intended paradigm shift in democratic education. This knowledge must be used to transform schools for social integration, discipline development and academic upliftment especially of the historically disadvantaged schools.

- (c) Principals must train in collegial leadership and engage in distributed leadership to empower the SMT and teachers. The use of ‘open distributed leadership’ must be directed to the development of creative ideas on learner discipline. This leadership must be consciously used to develop ‘teacher leadership’ to open up a variety of strategies propagated by teacher leaders.
- (d) Principals must be knowledgeable in basic theories of and practical techniques in, discipline. These would empower them to ferry knowledge to the SMT and teachers. The progressive trend internationally is towards positive discipline practices (PDP) as there is a move away from authoritarian teachers to teachers who develop mutual respect. The development, plan and execution of PDP should be the task of principals.
- (e) Principals must engage the SMT in discipline leadership. This can be achieved by empowering the DPs and HODs into leading vital aspects in the school. Principals must create a culture of allowing any SMT member to take the lead in discipline matters. In essence the principals must be facilitators of leaders rather than a leader above leaders.
- (f) Principals must engage with DoE discipline policies and all DoE discipline assisting structures to adapt, modify and even reject them in view of what works at their schools.
- (g) Principals must use strategies like personal visit into the community, liaising with community leaders (for example the chiefs), re-scheduling PT (parent-teacher) meetings to suit the parents, and so forth to build rapport and positive school-parent relationships.
- (h) Principals must engage the parent community by all means possible in becoming active stakeholder at the school.

10.4.2 The SMT

The SMT comprises of the principal but I separate them in this section for focus on the roles of the DPs and HODs in particular with regard to learner discipline. Herein I refer to the DPs and HODs.

- (a) The SMT must be the torch bearers of the principal and follow the recommendations directed to the principal above as from the introduction of distributed leadership post-1996 it is the task of the SMT and principal to be ‘one’ in planning and guiding the school activities to fulfil the vision of the school. This pertains to discipline as well.
- (b) The SMT must be trained in leadership and management and an ACE leadership course type directed at DPs and HODs must be successfully completed by all SMT.

- (c) The SMT must be knowledgeable in basic theories of and practical techniques in, discipline. As leaders they must be experts in ATCP. This will help them assist teachers with discipline challenges.
- (d) The SMT should set time for teacher assistance on discipline matters outside the issues of curriculum. This must take the approach of investigating the discipline challenge, setting joint plans, initiating plans, modifying the plans if needed, and implementing the plan of action of new discipline structures and processes. Serious attempts at discipline solutions must be made till success is attained or outside help is enlisted.
- (e) The SMT is recommended to create opportunities for all teachers to assume the position of leaders, creating ‘teacher leaders’. The use of ‘open distributed leadership’ is a must for all SMT. This could take the form of creating opportunities for any teacher to coordinate a new discipline structure, create policy to enhance mutual respect, develop structures and opportunities for PT meetings, develop leadership courses for the RCL and so on.
- (f) The SMT must liaise with NGOs and civil society to enlist the assistance of on-going motivational speakers to help develop self-discipline among learners.
- (g) The SMT must develop and strengthen PDP and institute a well structured WSD policy such as SWPBS (School Wide Positive Behaviour Supports) to cater for the serious cases of indiscipline which if left unattended lowers the school discipline.
- (h) The SMT must take steps to develop the RCL to capacity to lead at school and in the SGB meetings.

10.4.3 The teachers

- (a) Teachers must be on time, present every day and well prepared to teach every day. Teachers must develop high competence levels to build learner confidence and build the morale of both learners and teachers. A competent teacher will have a disciplined class.
- (b) Teachers must take the lead to educate themselves on discipline strategies (ATCP) and not wait for the SMT to lead them; rather they should lead each other by a sharing of knowledge, practice, and learned skills.
- (c) Teachers must be professional at all times to all stakeholders and especially to parents and learners. They must engage in developing positive relationships and thus mutual respect with learners.
- (d) Teachers must actively engage in teacher leadership and expand this to leading between classes, outside the classroom and even outside the school into the community. This

leadership must be directed to sharing of discipline strategies that work in their school context.

(e) Teachers must become life-long learners.

10.4.4 The Parents

While this is outside the scope of the study and outside direct control of teachers it is worth making recommendations to parenting of school going learners. Parents need to:

(a) be more attentive and sensitive to learners schooling needs- by providing study time at home, providing basic needs and offering emotional and psychological support;

(b) be present for their children at school when called and these days must be built in as 'leave days' from work. Negotiations with employers before assuming new jobs will set strategic plans for school meetings;

(c) get actively involved in all school activities;

(d) avoid shifting their responsibility to the school; and

(e) be fully capacitated if on the SGB or in ad hoc positions.

10.4.5 The Policy makers

The DoE from the highest level of the Minister to the circuit managers have a responsibility and they stem from changing policy to being present and actively fulfilling discipline policies.

(a) Circuit managers must be more active in assisting in school discipline. Their presence in schools must be felt to enhance the morale of teachers who want to see concern from above.

(b) Circuit managers must create functional plans to help schools improve discipline and it should not start-and-end with presenting motivational speakers to learners.

(c) The Policy makers need to revisit the democratic discipline policy. They need to change policy as follows: 1) Set realistic training for the parent governors of the SGB on their role function.

(2) Change the maximum five day suspension to a variable one, depending on the needs of the school and learner, to be determined by the principal and SGB. A learner for example, who is a drug abuser needs more time off for rehabilitation thus a three week suspension with medical treatment is more realistic.

(3) Shorten the disciplinary process by allowing the principal and SMT to sanction learners rather than going the SGB - DC route. This will empower the principal and teachers indirectly.

- (d) Policy makers must include the compulsory structures needed for the development of PDP and Whole School Discipline. This will cater for the serious indiscipline cases and must be monitored annually.
- (e) Policy makers must make school counsellors more available; either to be available within circuits or in smaller school units (wards).
- (f) Policy makers must develop set criteria of expected behaviours for all South African schools together with a realistic national standard on indisciplined behaviours and how they are to be handled. This should lead to consistency and a South African standard for all schools.
- (g) Policy makers must allow for the deviations from the present discipline policy within schools, considering the school contexts. Written permission sought for this should be permitted. Coupled with this is the recommendation that discipline policy be amended to accommodate different school contexts noting the '*absentee parent syndrome*' and 'borrowed parent' situations.

10.5 Conclusion

The multiple case studies of three secondary schools in one educational district and from one town focused on the role of school leaders on learner discipline. Though management of the school by policy is to be site-based with decentralised control this was not totally the case and principals had to deal with this 'autonomy but no autonomy' situation. All the leaders led and managed discipline in their respective schools in terms of how they conceptualised it. For instance, it was either primarily the control of behaviour or the development of self-discipline. The latter being one encouraged. In general, transformational schools as seen in the sub-urban and the township school, with knowledgeable principals instituted robust policies and practices in discipline (positive discipline practices - PDP and social cohesion between teachers and learners) and it produced good discipline. The ring master of the concert was the principal and the music played to his tune at all three schools. The pressure of sole accountability was the primary factor to see that every time the music played it was perfect to his ears. Principals' leadership and management were conditioned by their vision, desires, psycho-socio makeup, histories and knowledge.

Transformation in understanding and coping with the state's shift to decentralisation was limited in all schools nevertheless they all grew by 'bridging the gap' (to use Leithwood, 2007) academically especially among the historically disadvantaged. All three principals had

a moral purpose and it focused on academics. The histories and knowledge did separate the transformational schools from the other. Thus the geographic position (context) of the school did not solely *per se* contribute to its discipline status. The HODs and to a lesser extent the DPs did not as a whole lead discipline. Their input was minimal to the point of simply following the leader and managing. Creative ideas in discipline were lacking due to the lack of knowledge and skill on the side of all stakeholders resulting in the use of corporal punishment at the rural school and poor use of ATCP.

The sub-urban school stood out from the others due to its intense school cohesion, use of collegial management with ‘open distributed leadership’ and cohesion making with the learners, intense scrutiny from the parents and highly qualified teaching staff. The denigration of the RCL to a lower member in the SGB has led to the voices of the learners not being heard and heeded to in the rural school. The challenges of low SES of the parent community and poor state funding were hurdles in developing better discipline. The vestiges of apartheid education still remain to the disadvantage of the historically disadvantaged communities. The role parents play in schools affects the whole pulse of how schools are led with regard to discipline. Leaders and teachers mould their approach to the tune of parental community - intertwined with a give-and-take dialectic mechanism. The thesis in summary, finds that the principals’ leadership of school discipline, influenced by their vision, drives, psycho-socio makeup, histories and knowledge, are constantly in fluid juxta-positioning and synergy-making with the parent community bouncing in and out of policy as the practicality of the situation arose.

APPENDICES

APPENDIX: A. Letter attachment: Information on the study titled: The role of leadership and management in addressing learner discipline.

Information on the study titled: The role of leadership and management in addressing learner discipline.

Dear participant or relevant others affected by my study please read this information page with and in conjunction with the letter directed to you/your research constituent at school.

Principal Researcher: Anil P Narain. I am a student at UKZN and a HOD at Mountview Secondary School. I have an interest in the issues of leadership and learner discipline and I couple these in a study that is relevant today. My supervisor was Prof V Chikoko at UKZN (Associate Professor of Educational Leadership, Management and Policy) and is presently Dr T.T Bhengu, Ph: 031-260 2639/ fax 031 260 1598.

Proposed Title: The role of leadership and management in addressing learner discipline.

Introduction and rationale for research: Due to the increase in severity and frequency of school indiscipline at the present time in South African schools and abroad, I intend studying a specific angle to learner indiscipline that is, the relationship between school leadership and learner discipline at secondary schools. The changes post 1996 especially with the democratisation of education and changes in school leadership and management, have prompted me to seek an understanding into the above. Since all institutes educational or other are largely influenced by leadership an in-depth study of school leadership (which will include management) will be analysed with the focus of its relationships to school discipline.

Procedure: The aim is to purposively sample schools and conduct research within the schools using the case study methodology. The methods of individual and focus group interviews, observations and, document analysis will be used. The participants will be the principal, SMT (School Management Teams), teachers and learners (student leaders and a random sample of learners).

Possible risks/concerns: Some participants may feel uncomfortable with certain questions in the interview. They are advised that informed consent will be obtained and there is no compulsion to answer all questions or feel pressured to continue the interview. The interview schedule may be presented and discussed before the interview to obviate this.

Possible benefits: The possible benefit for participants is the feeling that they were instrumental in enabling the educational research that may benefit education in South Africa. Other material benefits will not exist as no compensation is provided.

Ethical standards (confidentiality): The University of KwaZulu Natal has a strict code of ethics for research especially in the social sciences and this will be abided to by myself. The anonymity and confidentiality of all participants, schools and districts will be upheld. No information of the above will be publicised in any way. In other words while information may be received from participants and schools by interviews, observations and document analysis, the participants names, school or district will not be made known when the research is published. All recording and audio taped will be erased and destroyed after transcripts are

recorded and verified. All other information will be stored for 5 years in a locked cupboard unknown to anyone except myself and my supervisor (as per university requirements). Thereafter it will be burnt for total destruction to uphold confidentiality.

In Conclusion, the participants and schools must be assured that their information provided will assist in developing knowledge about the relationship between leadership and learner discipline and help education at an academic level. At the same time the participants, schools and district will not be mentioned so as to avoid any victimisation or stigmatisation.

Signed, the researcher, Anil P Narain: _____

APPENDIX: B. Letter Two- To school principal- informing of the proposed study and seeking assistance.

P.O. Box 126
Tongaat
4400
/ /2013

The principal: _____
School: _____

Sir/Madam,

Research study: UKZN student: Anil P Narain

I am a student at the University of KwaZulu Natal and I am studying the influence of leadership on learner discipline. I am presently teaching at Mountview Secondary School, Verulam. The discourse around the increase in frequency and severity of indiscipline post 1996 has been the catalyst in my interest to study this phenomenon. The influence of leadership and management on learner discipline is the focus in my study.

I seek permission from you to conduct my research at your school. The Department of Education has been informed of the study and has approved the research at your school. I would appreciate you addressing the staff on the study and on issues of concern. The school will not be disturbed in any way. The participants in the study will be the principal, SMT, teachers and a select group of learners and student leaders/RCL. Informed consent will be sought from all participants (see attached the 'informed consent' page). The methodology is one of a case study which will comprise of the following methods of data gathering: interviews, observations and document analysis. The confidentiality and anonymity of the participants, school, and district will be upheld; that is, the district, school and participant will not be identified in any part of the research write-up. In other words, at no time will the researcher disclose which district, schools or participants were involved in the research.

I will appreciate an appointment with you to explain the entire procedure. For now a summary is presented. I seek help in organising interviews of approximately 50 minutes each with the principal, SMT, educators (approx 8) and two groups of learners (a random sample

of approximately 2 learners per grade, and a cross section of 10 student leaders). That will make five interview sessions of approximately 50 minutes each. I will need to be assisted in contacting and forwarding consent forms to parents of all minors who are chosen from the student leader group and learner group. For the document analysis I will appreciate it if any document relating to discipline from the most obvious (e.g. Code of Conduct, etc) to the most subtle (e.g. minutes of staff meetings, etc) be available. I intend observing aspects of the daily running of the school with the permission of the principal.

If the interview sessions of the SMT or educators are difficult to coordinate I will appreciate you organising off- school individual interviews with same.

The benefit of knowing that being a participant in an educational research, which will help education in some way, will hopefully be fulfilling to your academic staff and other leaders. Please discuss this with the relevant persons and forward me a reply as soon as possible.

For further clarification please contact me or my present supervisor Dr T.T Bhengu, (lecturer and ELMP coordinator) Ph: 031-260 3534. (Ex-supervisor, Professor V Chikoko at UKZN (Associate Professor of Educational Leadership, Management and Policy).

Yours sincerely,

A P Narain

Ph: Home: 032 495 1810/ 084 581 999

Email: anilpnarain@gmail.com

Appendix: C. Letter to educators of each of the school informing of the study at the school directed to staff representative (optional if principal requests).

P.O.Box 126

Tongaat

4400

/ /2013

Educator at: _____ school.

Mr/Mrs/Ms _____

Dear Sir/Madam,

Participant Request: UKZN PhD research

As a fellow colleague of the fraternity I approach you for your assistance in being a research participant. Your assistance will be highly appreciated. I am a teacher at Mountview Secondary School and I am a student at UKZN. My supervisor is Dr T.T Bhengu, (lecturer and ELMP coordinator). My interest is in educational leadership and learner discipline. The topical theme of indiscipline at schools post 1996 has prompted me into a study of leadership on discipline. The information sheet attached will provide you with the case study methodological design and other pertinent matters of the study.

The Department of Education has approved my research at your school and I have approached your principal. I write to you to emphasise that your input is extremely valuable and I will be grateful for your cooperation. The research part that will engage you as SMT/teachers will entail being a participant in a focus group of the SMT or of teachers of approximately 8 participants. The groups will be randomly selected and interviews will be conducted in school or as desired. The other components of the research will be general school observations, and document analysis.

Of concern to all participants is the anonymity and confidentiality. Please be assured that no participant, school, or district will be identified in the write-up of the study. You will be asked to sign an informed consent sheet; (note that you are not compelled to be a participant and you may stop being a participant at any time). All recording will be deleted when transcripts are compiled. The transcripts will be securely stored for 5 years (as per university requirements) and then destroyed. Since no names will be recorded it makes for total anonymity.

Your participation will be highly appreciated. Thanking you in anticipation.

Yours sincerely,

Anil P Narain
Ph: 032 9451810
Cell: 084 581 9999
anilpnarain@gmail.com

Appendix: D. Letter to parents of minors seeking permission.

P.O.Box 126
Tongaat
4400
/ /2013

Dear Parent
School: _____

Sir/Madam,

Research study: UKZN student: Anil P Narain

I am a teacher at Mountview Secondary School and I am a post graduate student at UKZN. My supervisor is supervisor Dr T.T Bhengu, (lecturer and ELMP coordinator). My interest is in learner discipline and educational leadership; and the topical theme of indiscipline at schools post 1996 has prompted me into this study.

I humbly seek permission to interview your child for a research. The Department of Education has approved my research at the school your child/ward attends and I have approached your child's principal. My study is on the relationship of school leaders and learner discipline. The concept of school leaders today is a wider one than of the past and

may comprise of the principal, SMT-School Management Team, teachers, learners in general and student leader(RCL/prefects). The interviews will be conducted at school in such a manner that that it will not negatively affect your child's academic work. This interaction will in fact afford your child the first step into the world of research which is ongoing at a fast pace internationally.

Note that your child was randomly chosen and is in no way being categorised as any different to other children. The identity of all participants (children) will not be revealed in any way. Thus the anonymity of the participants, school, district or any other relevant person will be upheld. No teacher will be referred to and you do not have to fear anything. The ethics board of the university has approved the ethical considerations of my study and the University 'ethical code' can be retrieved from the University website or from me on request. Your child's input is very valuable to the study which when completed will be of value to education in general and more to the South African school situation.

For further clarification please contact me or my supervisor, Dr T.T Bhengu, (lecturer and ELMP coordinator) of the University of KwaZulu Natal at Ph: 031-260 3534.

Please read and sign the attached document on "informed consent" if you approve your child's participation.

Your cooperation is highly appreciated.

Yours sincerely,

A.P.Narain Ph: 032 9451810/ Cell: 084 581 9999/ anilpnarain@gmail.com

APPENDIX: E. Informed Consent to be signed by all participants:

Dear participant:

1. Principal/ 2. SMT/ 3. Teacher / 4. Learner /or 5. Learner: Student leader

Sir/Madam/Parent/child,

Research study: UKZN student: Anil P Narain

I am a teacher at Mountview Secondary School and I am a post-grad student at UKZN. My supervisor is Dr T.T Bhengu, (lecturer and ELMP coordinator) at the University of KwaZulu Natal (ph: 031-2603534). Please be informed that I or my supervisor may be contacted for clarity on any research matter. My interest in learner discipline and educational leadership and the topical theme of indiscipline at schools post 1996 has prompted me into this study. The information sheet attached will provide you with the case study methodological design and other pertinent matters of the study.

The Department of Education has approved my research at the school and I have approached your principal. My study is on the relationship of school leaders and learner discipline. The concept of school leaders today is a wider one than that considered in the past and may comprise of the principal, SMT-School Management Team, teachers, learners in general and student leaders (RCL/prefects); hence the need to interview the SMT, teachers, and learners. The interviews will be conducted so as not to affect academic work.

Your participation will be extremely valuable and I will be grateful for your co-operation. The principal, school and district and all persons connected to the school will not be identified in the research write-up thus anonymity and confidentiality will be upheld. The ethics board of the University has approved the ethical considerations of my study and the University code can be retrieved from the university website or from me on request. You may be one of the following participants: Principal (or deputies), SMT, Teacher, Learner, or Student leader. Teachers and student leaders are chosen to be part of focus group interview sessions to investigate the wider scope of leadership on discipline. A focus group of approximately 10 learners from across the grades will be interviewed as a representation on the learner population.

Expectation: You will be part of a group (except the principal) and will be asked guiding questions to investigate the issues of leadership and discipline at your school in an interview setup of approximately 50 minutes. Informed consent allows for any participant to be free not to answer any question she/he does not want to and; to withdraw from the interview at any time. You may seek clarity before the interview. Recordings will assist the flow of information but may be stopped at your request. Once the transcripts of recording are done the recordings will be erased. The written information is housed by University standards for 5 years when it will be destroyed. Since no names will be allowed to be used in the information gatherings, confidentiality and anonymity will be upheld.

Potential benefits: as a participant is that in your own way with whatever the contribution your inputs will be contributing to a South African research that will help education development. There is no material gain to being a participant.

For further clarification please contact me at my contact details below or contact my supervisor, Dr T.T Bhengu, (lecturer and ELMP coordinator) of the University of KwaZulu Natal-ph 031 260 3534.

Yours sincerely,

A P Narain
Ph: Home: 032 495 1810/ 084 581 999
Email: anilpnarain@gmail.com

DECLARATION (to be signed)

To be signed by participants in the research (principal, SMT, teachers):

I..... (full names of participant) hereby confirm that I understand the contents of this document and the

nature of the research project, and I consent to participating in the research project entitled:
“The role of leadership and management in addressing learner discipline”.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.
I understand that my name, my school’s name or any information to locate my school will not
be used in the study and full confidentiality and anonymity will be adhered to.

SIGNATURE OF PARTICIPANT (principal, SMT, teachers)

DATE:

OR

Declaration to be signed by Parents of Minor Children who are willing participants and the learners:

I, _____ (full name) the
parent of _____ (full name
of the learner) hereby confirm that I understand the contents of this document and the nature
of the research project, and I consent to my child/ward participating in the research project
entitled: “The role of leadership and management in addressing learner
discipline”.

I understand that my child/ward is at liberty to withdraw from the project at any time, should
she/he so desire. I understand that her/his name, school’s name or any information to locate
her/his school will not be used in the study and full confidentiality and anonymity will be
adhered to.

SIGNATURE OF PARTICIPANT’S PARENT
OR LEGAL GUARDIAN

DATE

SIGNATURE OF PARTICIPANT (learner)

DATE

APPENDIX: F. Letter in Isi Zulu- to parents.

F. Incwadi efuna imvume kumzali mayelannomntwana

P. O. BOX 126
TONGAAT
4400

/ / 2013

Mzali ka: _____
Mnu/ Nksz: _____

Mnu/Nksz

Ucwaningo Lokufunda: Umfundi Wase -UKZN: Anil P. Narain

Nginguthisha ofundisa amabanga aphezulu ngibe ngingumfundi emkhakheni wezeziqo zobu-dokotela enyuvesithi yaKwaZulu-Natali. Umqondisi wami uSolwazi V. Chikoko (inhlangano yoSolwazi ekuholeni nokuqaphelisisa kanye nemigomo yezemfundo).

Okungihlaba umxhwelwe ekufundiseni, ukufisa ukucwaninga kabanzi ngokululeka nokuhola abafundi kanye nokulekelela kulabo bantwana abangenayo inhlonipho ezikoleni kusukela ngo 1996 njengomgomo wezemfundo.

Umnyango wezemfundo unginike ilungelo lokuba ngicwaningisise esikoleni lapho kufunda khona umntwana wakho, bese ngimcelile -ke nothisha omkhulu ngezimvume zabantwana.

Ngifisa ukufunda kahle nakagcono ngokufundiswa nokululekwa kwabantwana nenqubo ezoqhutshwa ngayo. Uma umntwana wakho engakhethwa ukuba ngomunye wabafundi abazofundisa ngokuhola, apho umntwana eyobe ehlanganyela nabanye abafundi. Kuyokwenziwa nenhlolovo eyobe ibhekise ekutheni ingaphazamisi ukufunda okubhekekile kumntwana. Lokhu kuzolekelela umntwana wakhukuthi aphumele obala, emhlabeni jikelele ngocwaningo.

Uma ekhethiwe, kungedalulwe nokubandakanyeka kulolucwaningo. Ngeke kudalulwe isikole, umfundi, kanye nesiyingi. Umnyango wenhlangano yeNyuvesithi inginike imvume yokucwaninga ngisebenzise nemigomo yeNyuvesithi nesigcini zimvo, kanti nami uqobo ungangithinta ngesicelo usebenzise ikheli elifakwe ngenhla.

Kukho konke okonikelwa njengombono, umntwana wakho kohlala kuyimfihlo, engeke idalulwe futhi kuyoba umnikelo omkhulu nonohlonze ekufundeni kwami. Kanti futhi uma seluphothuliwe locwaningo lolekelela emqulwini womnyango wezemfundo eSouth Africa/ eNingizimu Africa.

Umntwana uyohlala evikelekile ekuphendulweni noma imiphi imibuzo nokuzithola esehosheka kulenhlobo.

Mzali othandekayo, uma kukhona ukuchazeleka okudingekayo mayelana nesicelo esingenhla ngikunika isiqiniseko sokuthintantana nomqondisi wami uSolwazi V. Chikoko eUKZN (isigungu soSolwazi bezemfundiso nokuhola nokuphathwa kanye nemigomo yemfundo).

Ucingo: 031-260 3534

Ngicela ufunde ubuye usayine lelikhasi elifakwe ekhasini uma uvumela umntwana wakho ezozibandakanya.

Siyojabula ukubambisana nawe

Ozithobayo

A. P. Narain

Ucingo: 032-9451810/ Iselula: 084 581 9999

APPENDIX: G. Letter in Xhosa

Incwadi Efuna Imvume Kumzali Mayelana Nomtakho

P.O. Box 126

TONGAAT

4400

/ / 2013

Kumzali ka: _____

Mhleka/ Nenekazi

Uvavanyo Lokufunda: Ndingumfundi Wase- UKZN : Anil P. Narain

Ndingutishala ofundisa amabanga aphezulu ndibe ndingumfundi owenza iziqu zobugqirha eNyuvesi yakwaZulu Natali. Umqondisi wam ngu Solwazi V. Chikoko (Inhlangano yo Solwazi ekuholeni nokuqaphelisisa kanye nemigomo yezemfundo.)

Endikuthanda gqitha ekufundiseni kunqwenela ukuvavanya nzulu ngokucebisa nokukhokhela abafundi kunye nokukhokhela abobantwana bangenasimilo/mbeko ezikolweni kusukela ngo 1996 njengesebe lwezemfundo

Isiqeba sezemfundo sindinike imvume ndivavanye esikolweni apho kufunda khona umtakho bese ndimcelile –ke phofu nonqununu ngemvume yabantwana.

Ndinqwenela ukufunda kakuhle nakangcono ngokufundiswa nokukhokhelwa kwabantwana nengqubo ezoqhutshwa ngayo xa umntwana ezonyulwa ukuba abe ngomnye wabafundi abazofundisa ngokukhokhelwa. Apho umntwana ezobe edibene nabanye abafundi kuyokwenziwa nentlolovo eyobe ojongise ekubeni ingaphazamisi ukufunda okulindelekileyo kubantwana. Oko kuzoncedisa umntwana wakho ukuba avele kumhlaba jikelele wovavanyo.

Apho xa ethe wonyulwa akuzuvezwa nokudibakaniselene novavanyo. Andisoze ndisive isikolo, umfundi, kunye ne lisebe . Isebe lenhlangano yeNyunivesi indinike imvume yokuvavanya ndisebenze ngemigomo yeNyunivesi nesigcini zimvo. Unganxibelelana namalunga nesicelo ,usebenzise idilesi engentla.

Kukho konke okonikelwa njengombono wamtakho , akuzuvezwa kohlala kuyimfihlo engeke ipapashwe futhi kuyoba umnikelo omkhulu nonohlonze ekufundeni kwami. Xa selugqityiwe

olovavanyo lolekelela emqulwini wosebe lezemfundo eSouth Africa/ eNingizimu Afrika. Umtakho uyohlala evikelekile ekuphenduleni noba yeyiphi imibuzo nokuzifumana esehosheka kulentlolovo.

Mzali othandekayo, xa kukhona ukucaciselwa okufunekayo malunga nesicelo esingenhla ndikunika isiqiniseko sokunxibelelana nomqondisi wam uSolwazi V. Chikoko eUKZN (isigungu soSolwazi bezemfundo nokufumana nokuphathwa kunye nemiguqo yemfundo).

Ucingo: 031-2603534

Ndicela ufunde ubuye usayine lelikhasi elefakwe ekhasini xa umvumela umtakho ezozibandakanya.

Ozithobileyo

A.P. Narain

Ucingo:032-9451810/Iselula:084 581 9999

APPENDIX: H. Proposed Interview schedule for Principal /SMT/ Teachers.

Note that the questions are guide to direct the SMT/teacher towards learner discipline and one answer may answer the succeeding questions and thus they may fall away. Your answers will not be judged as right or wrong. As researcher I will appreciate purely clear and frank answers. Do not hesitate to try and provide the educationally so-called ‘correct answer’ as there is no perfect answer and a research seeks the truth. Made-up answers to protect some individual or institute will skew this research. Do not use names in the discussion or answer to give up a person’s name. Your answers may refer to yourself and your opinion (even if different from the group) or to a consensus answer. All underlined aspects below and other aspects not understood by participants will be explained by the researcher.

Interview Schedule for Principals/SMT/Teachers.

A. Principal/SMT/Teachers

1. How many of you were you teaching pre-1996? _____
2. How many of you were you in the SMT pre-1996? _____
3. No of males _____, no of females_____.
4. Give a brief composition of the school demographics and socio-economic level of learners.

B. Principal/SMT / Teachers Status of discipline at school and pre-post 1996 issues

1. How do you understand the term “discipline” and hence “learner discipline”?
2. Do you know of the DoE’s schedule on ‘levels of indiscipline’?
3. If yes, how did you get to know of this document?
- 4.1. Did you as SMT/teachers receive notice of or receive copies of original DoE documents on discipline- e.g. alternatives to CP?

- 4.2. Have these been work-shopped on such documents/policies? If yes, explain its usefulness.
5. 1. List some of the examples of indiscipline you have at your school in and outside of the classroom.
- 5.2. List the three most serious cases of indiscipline in the last two-three years.
- 6.1. Do you consider your school as a high or low disciplined school? Explain.
- 6.2. If HIGH DISCIPLINE: Explain what you believe is the reason for your school having high discipline? In other words what if removed/alterd/ not done will change the discipline.
- 6.3. If LOW DISCIPLINE: what do you believe are the main causes of indiscipline at your school?
7. Would you say that learner discipline has worsened post 1996? Give reasons for your answer.

C. For Principal only: Has devolution of principal's duty in post 1996 to SMT /collegiality

- Has the changes post 1996 (with The "new" Constitution, South African Schools Act 1996 and Educators Employment Act 1996) affected how you manage your school? Explain.
- How has the creation of the SMT affected you in managing the school?
- How do you describe your leadership style if one can use that term?
- How do you manage learner discipline at school?
- Does this plan change often? Explain.

D. For SMT only: Testing L/S styles and are the SMT members over-worked that no leading occurs.

- *Explain if your administration load affects the way you would prefer to manage your department and other school matters.*
- *Describe your principals/DPs type of leadership in your own words.*

E. SMT / Teachers only The discipline process and what it tells us of the schools L/ S.

- *How do you as, part of/ the SMT handle indiscipline with in the classroom?*
- *How do you as, part of /the SMT handle indiscipline committed outside the classroom. Provide a concrete example of this e.g. using fighting/smoking on the school grounds.*
- *Explain fully who developed these procedures.*
- *Please discuss the discipline procedures at school include: who developed it? / Why? / When? /etc.*

F. Principal/SMT/ Teachers Testing Issue of Distributed leadership.

- Who sets to duties of the SMT (including issues on discipline control)?
- What procedures are used in allocation of duties at school?
- What procedures are used in allocation of duties at school that relate to learner discipline?
- Not for principal- Is there any encouragement from your superiors to engage in creative learner discipline strategies? Explain.
- Do you believe distributed leadership is taking place at school? Explain.

G. Principal/SMT/Teachers Policy & has the democratisation of Discipline affected leaner discipline?

- Does your school have a Code of Conduct (COC)?
- Has the COC helped or hindered learner discipline at school? Explain.

- Explain who were responsible in drawing up the COC and how often is it reviewed and changed?
- How has the abolishment of corporal punishment (CP) affected learner discipline?
- The democratisation of education has created the scope for learners having a right to a just tribunal. Has this process aided or hindered the discipline process? Explain.
- The COC has an indiscipline sanction of maximum of one week. Has this been effective? Explain.

H. Principal/ SMT/ Teachers only Policy and role of Leadership

- Has your school a Schools Safety and Security committee (SSSC)?
- Explain how effective it is for school safety and discipline?

I. Principal/SMT/Teachers only Type of leadership and type of type of discipline strategy.

- Has learner discipline appeared in your IQMS and SIP forms?
- If yes, explain:
 1. Who drew up the SIP and in consultation with whom?
 2. What was recorded and done within the school to assist teachers with regard to learner discipline?
 3. What was recorded and done within the school to assist learners with regard to learner discipline?
 4. Give a brief explanation of one ‘plan of action’ that was recorded in the SIP (with regard to learner discipline) and was done at school.

J. Principal/ SMT/ Teachers Type of Discipline Strategy

- Has any of the SMT instituted a discipline plan that comprised of teaching learners of mutual respect, discipline the democratic way, teaching social and life skills? Explain.
- What discipline strategies have you instituted at school that encourages learner participation in developing good behaviour? Explain.
- If you had to use key words to explain the type of discipline strategies you use at school directed at earners what would they be?

K. SMT/Teachers Testing role of L/S in getting different role players involved or find other dynamics such as leadership styles, collegial management, distributed leadership, positive discipline or what discipline model is used.

- If not discussed above discuss the role played by the following sectors of the school with regard to learner discipline:
 - SMT
 - Teachers
 - Non-teachers staff
 - Learners themselves
 - SGB
 - The DoE

M. All participants: Do you have any questions you want to ask me?

APPENDIX: I. Proposed Interview schedule for interview of learners and RCL.

Note that the questions are guide to direct the learners towards learner discipline and one answer may answer the succeeding questions and thus they may fall away. Your answers will not be judged as right or wrong. As researcher I will appreciate purely clear and frank

answers. Do not hesitate to try and provide the educationally so-called ‘correct answer’ as there is no perfect answer and a research seeks the truth. Made up answers to protect some individual or institute will skew this research. Learners please do not use names in the discussion or answer to give up a person’s name. Say: “Teacher Male A.... uses this method to maintain discipline in his class”. Your answers may refer to yourself and your opinion (even if different from the group) or to a consensus answer.

A. About state of discipline and how it is handled at school

- How do you define ‘discipline’? That is: If I asked you what you understand by ‘good discipline’, ‘poor/bad discipline’ what will you say?
- Do you regard your school as a high (good) disciplined or low (poor) disciplined school? Explain why you say this.
- If you say it is a high disciplined school has the school management or teachers helped develop this school to this state? If “yes” how did they do or are doing this? If “no” what could they do to help make your school into a high disciplined school?
- List various discipline problems at your school. List and discuss 3 of the most serious disciplinary challenges (problems) your school has.
- How are these handled at school?
- List and discuss 3 of the least serious disciplinary challenge (problems) your school has.
- How are these handled at school?
- What role do the teachers play in developing better discipline in your school?
- Explain how your teachers handle these challenges. Are they effective? Why?

B. Role of stakeholders in learner discipline and if leadership is engaging these stakeholders.

- Pending above answers: How do the following get involved in learners /school discipline:
 - Teachers
 - SMT (explain this term)
 - SGB parents
 - Dept of Education
 - Outside community and
 - Student leaders (RCL or prefects)? Explain/discuss.

C. How are the learners encouraged to get involved in handling discipline issues?
(Distributed leadership existence?)

- As learners do you have a real say in the school's discipline policy or management (that is, do you as learners have a say in discipline matters)?
- If, "no" then how would you like to get involved? Or if 'yes' how do you as learners get involved?
- Pending the above answer- How have you, as learners been involved in the school's Code of Conduct for learners? Explain.
- Pending the above answer- How have you, as learners been involved in the school's Safety and Security Committee? Explain.

D. Has democratisation of Education hindered learner discipline?

- Do you know what the school's COC is? Explain please.
- Can you explain how you as learners have a democratic process before you are found guilty of a discipline offence? Explain please.
- Do you believe that the school's COC is effective (i.e. working to improve behaviour)?
- Do you believe that because the COC only allows for a maximum of ten days suspension it is ineffective to serious indiscipline? Explain.

E. Positive Discipline style

- In your opinion what are the three most important causes of poor discipline?
- What do you believe encouraged good behaviour/good discipline?
- How would you like teachers/administration staff such as Principal, DP, and HOD's to approach misbehaving learners?
- Has the school offered/conducted talks, discourses, workshops etc, that taught you about your rights and responsibilities i.e. how to behave in a responsible manner? Explain.
- If 'no', do you as learners believe that this is a 'good'/'not good' way to approach developing good behaviour?
- If you say that this is not good then: what do you believe the school i.e. principal, HODs and teachers do to develop good behaviour at school?

F. Extra question for RCL Student Leaders:

- Are you encouraged to lead others with respect to discipline or are you passive followers of the school management (i.e. do you do as the management tells you in terms of learner discipline issues).
 - State and discuss 3 initiatives if at all (things you as student leaders did) that when implemented improved learner discipline.
 - Has the teaching-staff as a whole encouraged you as leaders to take any discipline related initiatives?
 - On the same line: were your attempts to make change to discipline policy hindered unduly? Explain.
 - Has the SGB parent group ever met with you as learners to discuss matters of discipline (not referring the SGB meetings where the RCL is present)? Explain/discuss.
 - Has the SGB parent group ever met with you as learners to discuss matters of interest (not referring the SGB meetings where the RCL is present)? Explain/discuss.
 - Is there any question you want to ask me?
-

Appendix: J. UKZN acceptance letter of Thesis Proposal



28 November 2011

Professor Chikoko
School of Education and Development
Edgewood

Dear Professor Chikoko:

Natal AP (6014530)

Title: The role of leadership and management in addressing learner discipline

The proposal is accepted, provided corrections and revisions/ extensions are carried out to the satisfaction of the supervisor. The student must write a report indicating the changes made. The supervisor to confirm the changes made in writing. The revised proposal must be submitted to the Faculty Office for noting at Faculty Higher Degrees Committee.

1. Need to reconceptualise the title in line with the focus of the study.
2. Need to review the methodology from ethnographic study and comparative study with a view to exploring case study as an appropriate methodology.
3. Review selection of participants and rationale for the choice of participants in line with the reconceptualised title of the study.
4. Review some of the methods of producing data e.g. observations i.e. what will be observed when and how.
5. Need to be consistent in use of terminology appropriate to the paradigmic positioning in which the study is located.
6. Proposal needs to go for editing before submission to the Faculty Higher degrees for full approval.
7. Address the vagueness of the focus in terms of whether it is a focus on discipline and how discipline informs leadership or whether you looking at leadership and how that leadership leads high or low incidence of discipline.


Professor P Ramrathan
Chairperson

Faculty of Education
Deputy Dean (Postgraduate Studies and Research)
Postal Address: Private Bag 303, AHHWORTH 3605, South Africa
Facsimile: +27 (0)31 300 7594 Email: thorad1@ukzn.ac.za Website: www.ukzn.ac.za

1916 - 2016
100 YEARS OF ACQUIRED EXCELLENCE

IN A RICH DIVERSITY at Edgewood at Howard College at Matsiweni School at Pietermaritzburg at Westville

Appendix: K. Letter of DoE approval to study at DoE schools



kzn education
Department of Education
KWAZULU-NATAL

Engineer Sibusiso Alwer Tel: 033 341 5810 Ref: 2012/17

Mr. Ant Praveen Isarath
MOC
Dear Mr. Nordin

**MOUNTVIEW SECONDARY
RECEIVED**
 2 April 2012
 PRINCIPAL: *[Signature]*
 A.D.

PERMISSION TO CONDUCT RESEARCH IN THE KZN DOE INSTITUTIONS

Your application to conduct research entitled: **The Role of Leadership and Management in Addressing Learner Discipline**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learner, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 April 2012 to 30 April 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your tenure at the schools, please contact Mr. /Ms of the
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resource Planning, Private Bag 39137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:

- 10.1. Sighechla Secondary
- 10.2. Temple Valley Secondary
- 10.3. Waterloo Secondary
- 10.4. Eastbury Secondary
- 10.5. Greys End Secondary
- 10.6. Westham Secondary
- 10.7. Nkosenjwale Secondary
- 10.8. Fomthaven Secondary
- 10.9. Transvaal Manor Secondary
- 10.10. Earfington Secondary
- 10.11. Ayoca Secondary

(designated to carry on and act for the)

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag 39137, Pietermaritzburg, 3200, KwaZulu-Natal, 3200

TELEPHONE: 033 341 5810, 033 341 5811, 033 341 5812, 033 341 5813, 033 341 5814, 033 341 5815, 033 341 5816, 033 341 5817, 033 341 5818, 033 341 5819, 033 341 5820, 033 341 5821, 033 341 5822, 033 341 5823, 033 341 5824, 033 341 5825, 033 341 5826, 033 341 5827, 033 341 5828, 033 341 5829, 033 341 5830, 033 341 5831, 033 341 5832, 033 341 5833, 033 341 5834, 033 341 5835, 033 341 5836, 033 341 5837, 033 341 5838, 033 341 5839, 033 341 5840, 033 341 5841, 033 341 5842, 033 341 5843, 033 341 5844, 033 341 5845, 033 341 5846, 033 341 5847, 033 341 5848, 033 341 5849, 033 341 5850, 033 341 5851, 033 341 5852, 033 341 5853, 033 341 5854, 033 341 5855, 033 341 5856, 033 341 5857, 033 341 5858, 033 341 5859, 033 341 5860, 033 341 5861, 033 341 5862, 033 341 5863, 033 341 5864, 033 341 5865, 033 341 5866, 033 341 5867, 033 341 5868, 033 341 5869, 033 341 5870, 033 341 5871, 033 341 5872, 033 341 5873, 033 341 5874, 033 341 5875, 033 341 5876, 033 341 5877, 033 341 5878, 033 341 5879, 033 341 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